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WASHINGTON: 1967

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Number 10 October 1967

# research in education

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## availability of reports

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Bell & Howell Company  
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Prices for individual reports are quoted on the last line of each report citation. "MF" stands for microfiche; "HC" stands for hard copy.

A microfiche is a 4" x 6" film card that contains up to 60 pages of text. Hard copy reproductions are 6" x 8", which is about 70 percent as large as the original text.

The inside back cover of this catalog provides additional information about the procedure for ordering these reports. It should be noted that the EDRS can arrange a charge account for standing orders, whereby either microfiche or hard copy of reports listed in each issue of RESEARCH IN EDUCATION will be mailed automatically.

## introduction

RESEARCH IN EDUCATION has been prepared monthly since November 1966 by the Educational Resources Information Center (ERIC) to provide up-to-date information about educational research sponsored by the Bureau of Research, U.S. Office of Education. Beginning with the July 1967 issue, however, the content of RESEARCH IN EDUCATION was expanded to cover the most significant and timely research materials collected by the decentralized ERIC clearinghouses. ERIC's information centers, each focused on a substantive topic, are listed on the last pages of this catalog.

Reproduced copies of the reports cited in RESEARCH IN EDUCATION are being sold through the ERIC Document Reproduction Service (see previous page), part of ERIC's information storage and retrieval system. RESEARCH IN EDUCATION also announces research projects as they are funded by the Bureau of Research so a reader can keep abreast of current as well as completed research. Project documents, however, are not available from the ERIC Document Reproduction Service.

# organization of this catalog

RESEARCH IN EDUCATION relies upon two basic formats--resumes and indexes--to serve the searcher and the browser. The resumes, which highlight the significance of each research report and project, are numbered sequentially within the white-paged section for reports (ED prefixes) and within the green-paged section for projects (EP prefixes).

Although the reader can browse through the resumes, he will find pertinent information more quickly by first consulting the indexes that follow the report resumes and project resumes. The indexes cite:

Authors and investigators  
Institutions responsible for the research  
Subjects

The indexes are keyed to the accession numbers so that every index entry refers the reader directly to the corresponding resume.



THE ACCESSION NUMBER IS THE KEY. CONSULT THE INDEXES FIRST.



Accession Number--an identification number sequentially assigned to reports as they are processed.

Title of the Research Report.

Author(s)--the individual(s) who prepared the report.

Report Number--a number assigned by the report's originator.

Contract or Grant Number--contract numbers have OEC prefixes; grant numbers have OEG prefixes.

EDRS Price--price of the document through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy.

Descriptors--the subject terms assigned by an indexer to characterize the substantive contents of a report. Only the major terms, preceded by an asterisk, are printed in the index.

## SAMPLE ENTRY

ED 000 000

24

A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.

BY- ASH, PHILIP

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

REPORT NUMBER CRP-234

PUB DATE 01-OCT-65

CONTRACT/GRANT OEC-6-12-01234-0033

EDRS PRICE MF-\$3.027 HC-\$1.06

231 P

DESCRIPTORS: \*AUDIOVISUAL AIDS, \*CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, \*VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS,

AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR TASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTIAIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 50 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)

Office of Education Program--a code for the legislative program which supported the research activity.

Institutional Source--the organization at which the report was originated.

Publication Date--the date the report was published.

Informative Abstract--a condensation of the report in about 200 words. When applicable, it includes the purpose, procedure, results, and conclusions of the research activity.

Abstractor's initials.



## ED 011 301

24

BIBLIOGRAPHY ON CREATIVITY.  
HARVARD UNIV., CAMBRIDGE, MASS.  
REPORT NUMBER BR-5-0215-1  
CONTRACT OEC-5-10-239  
EDRS PRICE MF-\$0.09 HC-\$0.32 8P.

PUB DATE AUG 66

DESCRIPTORS- \*BIBLIOGRAPHIES, \*CONCEPT FORMATION, \*CREATIVE THINKING, \*CREATIVITY, \*INDIVIDUAL DEVELOPMENT, CAMBRIDGE,

THIS BIBLIOGRAPHY LISTS MATERIAL ON VARIOUS ASPECTS OF CREATIVITY. APPROXIMATELY 50 UNANNOTATED REFERENCES ARE PROVIDED TO DOCUMENTS DATING FROM 1961 TO 1966. JOURNALS, BOOKS, AND REPORT MATERIALS ARE LISTED. SUBJECT AREAS INCLUDED ARE (1) IDENTIFICATION, DEVELOPMENT, AND MEASUREMENT OF CREATIVITY, (2) PSYCHOLOGICAL STUDIES OF CREATIVITY, (3) CREATIVITY IN CULTURE GROUPS, AND (4) CREATIVITY IN SCIENCE AND TEACHING. (AL)

## ED 011 302

24

BIBLIOGRAPHY ON MENTAL ABILITY.  
HARVARD UNIV., CAMBRIDGE, MASS.  
REPORT NUMBER BR-5-0215-2  
CONTRACT OEC-5-10-239  
EDRS PRICE MF-\$0.09 HC-\$0.32 8P.

PUB DATE AUG 66

DESCRIPTORS- \*BIBLIOGRAPHIES, \*INTELLIGENCE, \*INTELLIGENCE DIFFERENCES, \*INTELLIGENCE FACTORS, \*MENTAL DEVELOPMENT, ABILITY GROUPING, ACADEMIC ABILITY, CAMBRIDGE, COGNITIVE ABILITY, GIFTED, INTELLECTUAL DEVELOPMENT, INTELLIGENCE LEVEL, MENTAL RETARDATION,

THIS BIBLIOGRAPHY LISTS MATERIAL ON VARIOUS ASPECTS OF HUMAN INTELLECT. APPROXIMATELY 50 UNANNOTATED REFERENCES ARE PROVIDED TO DOCUMENTS DATING FROM 1955 TO 1966. BOOKS, REPORTS, JOURNAL MATERIALS, AND SOME UNPUBLISHED TITLES ARE LISTED. SUBJECT AREAS INCLUDED ARE (1) INTELLECTUAL DEVELOPMENT, (2) ABILITY DIFFERENCES BETWEEN INDIVIDUALS, RACES, SOCIAL CLASSES, AND SEXES, (3) SCHOLASTIC ABILITY AND MENTAL STIMULATION, (4) TRANSFER OF ABILITY, (5) STRUCTURES OF ABILITY, (6) THE GIFTED CHILD AND THE RETARDED CHILD, AND (7) IQ VERSUS POTENTIAL. (JH)

## ED 011 303

24

BIBLIOGRAPHY ON LEARNING PROCESS. SUPPLEMENT II.  
HARVARD UNIV., CAMBRIDGE, MASS.  
REPORT NUMBER BR-5-0215-3  
CONTRACT OEC-5-10-239  
EDRS PRICE MF-\$0.09 HC-\$0.36 9P.

PUB DATE AUG 66

DESCRIPTORS- \*BIBLIOGRAPHIES, \*CONCEPT FORMATION, \*INTELLECTUAL DEVELOPMENT, \*LEARNING PROCESSES, \*PROBLEM SOLVING, AROUSAL PATTERNS, CAMBRIDGE, CULTURAL DISADVANTAGE, FEEDBACK, PROGRAMED INSTRUCTION, REINFORCEMENT, RETENTION, TRANSFER OF TRAINING, VERBAL LEARNING, VISUAL LEARNING,

THIS SUPPLEMENTARY BIBLIOGRAPHY LISTS MATERIALS ON VARIOUS FACETS OF HUMAN LEARNING. APPROXIMATELY 60 UNANNOTATED REFERENCES ARE PROVIDED FOR DOCUMENTS DATING FROM 1954 TO 1966. JOURNAL ARTICLES, BOOKS, RESEARCH REPORTS, AND CONFERENCE PAPERS ARE LISTED. SOME SUBJECT AREAS INCLUDED ARE

(1) LEARNING PARAMETERS AND ABILITY, (2) RETENTION AND TRANSFER OF LEARNING, (3) DEPRIVATION AND LEARNING, (4) CONCEPT FORMATION AND PROBLEM SOLVING, (5) VISUAL AND VERBAL LEARNING, (6) MEANS OF AROUSAL, REINFORCEMENT, AND FEEDBACK, AND (7) PROGRAMED LEARNING. (JH)

## ED 011 304

24

BIBLIOGRAPHY ON TESTING AND MEASUREMENT.  
HARVARD UNIV., CAMBRIDGE, MASS.  
REPORT NUMBER BR-5-0215-4  
CONTRACT OEC-5-10-239  
EDRS PRICE MF-\$0.09 HC-\$0.40 10P.

PUB DATE AUG 66

DESCRIPTORS- \*BIBLIOGRAPHIES, \*LONGITUDINAL STUDIES, \*MEASUREMENT, \*PERSONALITY ASSESSMENT, \*TESTING, CAMBRIDGE,

THIS BIBLIOGRAPHY LISTS MATERIAL ON VARIOUS ASPECTS OF TESTING AND MEASUREMENT. APPROXIMATELY 80 UNANNOTATED REFERENCES ARE PROVIDED TO DOCUMENTS DATING FROM 1960 TO 1966. JOURNALS, BOOKS, AND REPORT MATERIALS ARE LISTED. SUBJECT AREAS INCLUDED ARE SCHOOL READINESS, CRITERION MEASURES, LONGITUDINAL ANALYSIS, PERSONALITY MEASUREMENT, STATISTICAL TRENDS, AND RELIABILITY. (TC)

## ED 011 305

24

BIBLIOGRAPHY ON VERBAL LEARNING.  
HARVARD UNIV., CAMBRIDGE, MASS.  
REPORT NUMBER BR-5-0215-5  
CONTRACT OEC-5-10-239  
EDRS PRICE MF-\$0.09 HC-\$0.24 6P.

PUB DATE MAR 66

DESCRIPTORS- \*BIBLIOGRAPHIES, \*CONDITIONED RESPONSE, \*PROBLEM SOLVING, \*STIMULUS BEHAVIOR, \*VERBAL LEARNING, CAMBRIDGE,

THIS BIBLIOGRAPHY LISTS MATERIAL ON VARIOUS ASPECTS OF VERBAL LEARNING. APPROXIMATELY 50 UNANNOTATED REFERENCES ARE PROVIDED TO DOCUMENTS DATING FROM 1960 TO 1965. JOURNALS, BOOKS, AND REPORT MATERIALS ARE LISTED. SUBJECT AREAS INCLUDED ARE CONDITIONING, VERBAL BEHAVIOR, PROBLEM SOLVING, SEMANTIC SATIATION, STIMULUS DURATION, AND VERBAL DISCRIMINATION. (TC)

## ED 011 306

24

BIBLIOGRAPHY ON TEACHING. SUPPLEMENT.  
HARVARD UNIV., CAMBRIDGE, MASS.  
REPORT NUMBER BR-5-0215-6  
CONTRACT OEC-5-10-239  
EDRS PRICE MF-\$0.09 HC-\$0.32 13P.

PUB DATE JUL 66

DESCRIPTORS- \*BIBLIOGRAPHIES, \*EDUCATIONAL METHODS, \*EFFECTIVE TEACHING, \*TEACHER EVALUATION, \*TEACHING PROGRAMS, CAMBRIDGE, EDUCATIONAL RESEARCH, PUBLICATIONS, READING MATERIALS, REFERENCE MATERIALS, RESOURCE MATERIALS, TEACHING METHODS,

THIS BIBLIOGRAPHY LISTS MATERIAL ON VARIOUS ASPECTS OF TEACHING. APPROXIMATELY 100 UNANNOTATED REFERENCES ARE PROVIDED FOR DOCUMENTS DATING FROM 1960 TO 1966. BOOKS, JOURNALS, REPORT MATERIALS, AND SOME UNPUBLISHED MANUSCRIPTS ARE LISTED IN SUCH AREAS OF EDUCATION AS HEURISTIC GAMES, TEACHER EVALUATION, CURRICULUMS, TEACHING TECHNIQUES, AND LANGUAGE ARTS. (GC)

**ED 011 307** 24  
BIBLIOGRAPHY ON LANGUAGE DEVELOPMENT.  
HARVARD UNIV., CAMBRIDGE, MASS.  
REPORT NUMBER BR-5-0215-7  
CONTRACT OEC-5-10-239  
EDRS PRICE MF-\$0.09 HC-\$0.36 9P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*LANGUAGE, \*LANGUAGE DEVELOPMENT, \*LANGUAGE PATTERNS, \*LEARNING, \*LINGUISTICS, CAMBRIDGE, LANGUAGE SKILLS.

THIS BIBLIOGRAPHY LISTS MATERIAL ON VARIOUS ASPECTS OF LANGUAGE DEVELOPMENT. APPROXIMATELY 65 UNANNOTATED REFERENCES ARE PROVIDED TO DOCUMENTS DATING FROM 1950 TO 1966. JOURNALS, BOOKS, AND REPORT MATERIALS ARE LISTED. SUBJECT AREAS INCLUDED ARE THE NATURE OF LANGUAGE, LINGUISTICS, LANGUAGE LEARNING, LANGUAGE SKILLS, LANGUAGE PATTERNS, AND LANGUAGE DIFFERENCES. (TC)

**ED 011 308** 24  
BIBLIOGRAPHY ON INDIVIDUALIZED INSTRUCTION.  
HARVARD UNIV., CAMBRIDGE, MASS.  
REPORT NUMBER BR-5-0215-8  
CONTRACT OEC-5-10-239  
EDRS PRICE MF-\$0.09 HC-\$0.36 9P.

DESCRIPTORS- \*ACADEMIC ACHIEVEMENT, \*ACHIEVEMENT, \*BIBLIOGRAPHIES, \*STUDENT BEHAVIOR, \*TESTS, CAMBRIDGE, COMPUTER ASSISTED INSTRUCTION, SOCIAL CLASS.

THIS BIBLIOGRAPHY LISTS MATERIAL ON VARIOUS ASPECTS OF INDIVIDUALIZED INSTRUCTION. APPROXIMATELY 85 UNANNOTATED REFERENCES ARE PROVIDED TO DOCUMENTS DATING FROM 1950 TO 1966. JOURNALS, BOOKS, AND REPORT MATERIALS ARE LISTED. SUBJECT AREAS INCLUDED ARE PROGRAMED INSTRUCTION, TEACHING MACHINES, RESPONSE MODE, SELF-INSTRUCTION, AND COMPUTER-ASSISTED INSTRUCTION. (TC)

**ED 011 309** 24  
BIBLIOGRAPHY ON URBAN EDUCATION, SUPPLEMENT TO BIBLIOGRAPHY ON DISADVANTAGED.  
HARVARD UNIV., CAMBRIDGE, MASS.  
REPORT NUMBER BR-5-0215-9  
CONTRACT OEC-5-10-239  
EDRS PRICE MF-\$0.09 HC-\$0.36 24P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*CULTURALLY DISADVANTAGED, \*DROPOUTS, \*FAMILY ENVIRONMENT, \*URBAN EDUCATION, CAMBRIDGE.

THIS BIBLIOGRAPHY LISTS MATERIAL ON VARIOUS ASPECTS OF URBAN EDUCATION. APPROXIMATELY 220 UNANNOTATED REFERENCES ARE PROVIDED TO DOCUMENTS FROM 1961 TO 1965. JOURNALS, BOOKS, AND REPORTS ARE LISTED. SUBJECT AREAS INCLUDED ARE FAMILY ENVIRONMENT, CULTURALLY DEPRIVED, LOW ACHIEVERS, DROPOUTS, AND DESEGREGATED EDUCATION. (TC)

**ED 011 310** 24  
BIBLIOGRAPHY ON ACHIEVEMENT.  
HARVARD UNIV., CAMBRIDGE, MASS.  
REPORT NUMBER BR-5-0215-10  
CONTRACT OEC-5-10-239  
EDRS PRICE MF-\$0.09 HC-\$0.28 7P.

DESCRIPTORS- \*ACADEMIC ACHIEVEMENT, \*ACHIEVEMENT, \*BIBLIOGRAPHIES, \*STUDENT BEHAVIOR, \*TESTS, CAMBRIDGE, SOCIAL CLASS.

THIS BIBLIOGRAPHY LISTS MATERIAL ON VARIOUS ASPECTS OF ACHIEVEMENT. APPROXIMATELY 40 UNANNOTATED REFERENCES ARE PROVIDED TO DOCUMENTS DATING FROM 1952 TO 1965. JOURNALS, BOOKS, AND REPORT MATERIALS ARE LISTED. SUBJECT AREAS INCLUDED ARE BEHAVIOR TESTS, ACHIEVEMENT BEHAVIOR, ACADEMIC ACHIEVEMENT, AND SOCIAL-CLASS BACKGROUND. A RELATED REPORT IS ED 011 311. (TC)

**ED 011 311** 24  
BIBLIOGRAPHY ON ACHIEVEMENT. SUPPLEMENT 1.  
HARVARD UNIV., CAMBRIDGE, MASS.  
REPORT NUMBER BR-5-0215-11  
CONTRACT OEC-5-10-239  
EDRS PRICE MF-\$0.09 HC-\$0.36 9P.

DESCRIPTORS- \*ACADEMIC ACHIEVEMENT, \*ACHIEVEMENT, \*BIBLIOGRAPHIES, \*PROBABILITY, \*UNDERACHIEVERS, CAMBRIDGE.

THIS BIBLIOGRAPHY SUPPLEMENT LISTS MATERIALS ON VARIOUS ASPECTS OF ACHIEVEMENT. APPROXIMATELY 60 REFERENCES ARE PROVIDED TO DOCUMENTS DATING FROM 1961 TO 1966. JOURNALS, BOOKS, AND REPORT MATERIALS ARE LISTED. SUBJECT AREAS INCLUDED ARE ACHIEVEMENT LEVEL, ACADEMIC ACHIEVEMENT, ACHIEVEMENT MOTIVATION, UNDERACHIEVERS, PROBABILITY ESTIMATES, AND SCHOOL ACHIEVEMENT. A RELATED REPORT IS ED 011 310. (TC)

**ED 011 312** 24  
BIBLIOGRAPHY ON CURRICULUM DEVELOPMENT.  
HARVARD UNIV., CAMBRIDGE, MASS.  
REPORT NUMBER BR-5-0215-12  
CONTRACT OEC-5-10-239  
EDRS PRICE MF-\$0.09 HC-\$0.28 7P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*CURRICULUM DEVELOPMENT, \*INSTRUCTIONAL INNOVATION, \*INSTRUCTIONAL MATERIALS, \*LEARNING PROCESSES, CAMBRIDGE, ENGLISH (SECOND LANGUAGE), PUBLICATIONS, READING MATERIALS, REFERENCE MATERIALS, RESOURCE MATERIALS, SCIENCE EDUCATION, VOCATIONAL REHABILITATION.

THIS BIBLIOGRAPHY LISTS MATERIALS ON VARIOUS ASPECTS OF CURRICULUM DEVELOPMENT. FORTY UNANNOTATED REFERENCES ARE PROVIDED FOR DOCUMENTS DATING FROM 1960 TO 1966. BOOKS, JOURNALS, REPORT MATERIALS, AND SOME UNPUBLISHED MANUSCRIPTS ARE LISTED IN SUCH AREAS AS COGNITIVE STUDIES, VOCATIONAL REHABILITATION, INSTRUCTIONAL MATERIALS, SCIENCE STUDIES, AND ENGLISH AS A SECOND LANGUAGE. A RELATED REPORT IS ED 011 313. (CD)

**ED 011 313** 24  
BIBLIOGRAPHY ON CURRICULUM DEVELOPMENT. SUPPLEMENT 1.  
HARVARD UNIV., CAMBRIDGE, MASS.  
REPORT NUMBER BR-5-0215-13  
CONTRACT OEC-5-10-239  
EDRS PRICE MF-\$0.09 HC-\$0.44 11P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*CONCEPT FORMATION, \*CURRICULUM

DEVELOPMENT, \*EDUCATIONAL GAMES, \*INSTRUCTIONAL MATERIALS, \*PROGRAM EVALUATION, CAMBRIDGE, EDUCATIONAL RESEARCH, PUBLICATIONS, READING MATERIALS, REFERENCE MATERIALS, RESOURCE MATERIALS,

THIS BIBLIOGRAPHY (SUPPLEMENT I) LISTS MATERIALS ON VARIOUS ASPECTS OF CURRICULUM DEVELOPMENT. EIGHTY-TWO UNANNOTATED REFERENCES ARE PROVIDED FOR DOCUMENTS DATING FROM 1961 TO 1966. BOOKS, JOURNALS, REPORT MATERIALS, AND SOME UNPUBLISHED MANUSCRIPTS ARE LISTED IN SUCH AREAS AS EDUCATIONAL GAMES, CURRICULUM CHANGE, CONCEPT DEVELOPMENT, PROGRAM EVALUATION, AND INSTRUCTIONAL MATERIALS. A RELATED REPORT IS ED 011 312. (60)

## ED 011 314

24

CHILD DEVELOPMENT BIBLIOGRAPHY. SUPPLEMENT I.  
HARVARD UNIV., CAMBRIDGE, MASS.

REPORT NUMBER ER-5-0215-14

PUB DATE MAR 66

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.09 HC-\$0.48 12P.

DESCRIPTORS- \*BEHAVIOR PATTERNS, \*BIBLIOGRAPHIES, \*CHILD DEVELOPMENT, \*CONDITIONED RESPONSE, \*PEER RELATIONSHIP, CAMBRIDGE, RESEARCH,

THIS BIBLIOGRAPHY SUPPLEMENT LISTS MATERIAL ON VARIOUS ASPECTS OF CHILD DEVELOPMENT. APPROXIMATELY 90 UNANNOTATED REFERENCES ARE PROVIDED TO DOCUMENTS DATING FROM 1956 TO 1966. JOURNALS, BOOKS, AND REPORT MATERIALS ARE LISTED. SUBJECT AREAS INCLUDED ARE BEHAVIOR TESTS, CONDITIONING, MATERNAL REACTIONS, GRADE PREDICTABILITY, EXPERIMENTAL STUDIES, PEER RELATIONS, AND BEHAVIOR PROBLEMS. (TC)

## ED 011 315

24

BIBLIOGRAPHY ON THE CULTURALLY DISADVANTAGED. SUPPLEMENT III.  
HARVARD UNIV., CAMBRIDGE, MASS.

REPORT NUMBER ER-5-0215-15

PUB DATE NOV 66

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.09 HC-\$1.04 26P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*CULTURALLY DISADVANTAGED, \*NEIGHBORHOOD IMPROVEMENT, \*PRESCHOOL PROGRAMS, \*RURAL YOUTH, CAMBRIDGE, MIGRANT CHILDREN, SOCIAL CHANGE,

THIS BIBLIOGRAPHY SUPPLEMENT LISTS MATERIAL ON VARIOUS ASPECTS OF THE CULTURALLY DISADVANTAGED. APPROXIMATELY 220 UNANNOTATED REFERENCES ARE PROVIDED TO DOCUMENTS DATING FROM 1963 TO 1966. JOURNALS, BOOKS, AND REPORT MATERIALS ARE LISTED. SUBJECT AREAS INCLUDED ARE PRESCHOOL PROGRAMS, NEIGHBORHOOD DEVELOPMENT PROGRAMS, SHORT-TERM GROUP COUNSELING, RURAL YOUTH, SOCIAL CHANGE, AND MIGRANT CHILDREN. (TC)

## ED 011 316

24

BIBLIOGRAPHY ON COGNITION.  
HARVARD UNIV., CAMBRIDGE, MASS.

REPORT NUMBER ER-5-0215-16

PUB DATE JUL 66

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.09 HC-\$0.60 15P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*COGNITIVE ABILITY, \*COGNITIVE DEVELOPMENT, \*CONCEPT FORMATION, \*INTELLECTUAL DEVELOPMENT,

\*LOGICAL THINKING, \*PERCEPTION, CAMBRIDGE, COGNITIVE MEASUREMENT, COGNITIVE PROCESSES, DECISION MAKING SKILLS, PERSONALITY, PROBLEM SOLVING,

THIS BIBLIOGRAPHY LISTS MATERIAL ON VARIOUS ASPECTS OF COGNITION. APPROXIMATELY 120 UNANNOTATED REFERENCES ARE PROVIDED TO DOCUMENTS DATING MAINLY FROM 1960 TO 1966. LISTINGS ARE PRIMARILY JOURNAL ARTICLES, CONFERENCE PAPERS, AND RESEARCH REPORTS. SOME OF THE SUBJECT AREAS INCLUDED ARE (1) COGNITIVE DEVELOPMENT, (2) PIAGET'S THEORIES, (3) COGNITIVE BEHAVIOR AND STYLE, (4) LOGICAL THINKING, (5) PERCEPTUAL SKILLS, (6) CONCEPT FORMATION AND PROBLEM SOLVING, AND (7) COGNITION AND PERSONALITY. (JH)

## ED 011 317

24

BIBLIOGRAPHY ON READING. SUPPLEMENT I.  
HARVARD UNIV., CAMBRIDGE, MASS.

REPORT NUMBER ER-5-0215-17

PUB DATE JUL 66

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.09 HC-\$0.56 14P.

DESCRIPTORS- \*BEGINNING READING, \*BIBLIOGRAPHIES, \*LITERACY, \*READING ABILITY, \*READING INSTRUCTION, BASIC READING, CAMBRIDGE, INITIAL TEACHING ALPHABET, LINGUISTICS, PREDICTIVE MEASUREMENT, PROGRAMED INSTRUCTION, READING ACHIEVEMENT, READING DIFFICULTY, READING READINESS,

THIS SUPPLEMENTARY BIBLIOGRAPHY CONTAINS MATERIALS ON VARIOUS ASPECTS OF READING ABILITY AND READING INSTRUCTION. UNANNOTATED REFERENCES ARE PROVIDED TO 110 DOCUMENTS DATING MAINLY FROM 1960 TO 1966. RESEARCH REPORTS, JOURNAL ARTICLES, CONFERENCE PAPERS, AND UNPUBLISHED MANUSCRIPTS ARE LISTED. SUBJECT AREAS INCLUDED ARE (1) BASAL READING, (2) THE INITIAL TEACHING ALPHABET, (3) LINGUISTICS AND READING, (4) PROGRAMED READING, (5) READING READINESS AND ACHIEVEMENT, (6) CAUSES AND CORRECTIONS FOR READING DIFFICULTIES, (7) PREDICTION OF READING ABILITY, (8) BEGINNING READING, AND (9) LITERACY TRAINING. (JH)

## ED 011 318

24

ACQUISITIONS LIST, MAY 1966.  
HARVARD UNIV., CAMBRIDGE, MASS.

REPORT NUMBER ER-5-0215-18

PUB DATE MAY 66

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.09 HC-\$1.20 30P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*CURRICULUM, \*EDUCATIONAL PSYCHOLOGY, \*EDUCATIONAL RESEARCH, \*GUIDANCE, \*TEACHING, CAMBRIDGE, PUBLICATIONS, READING MATERIALS, REFERENCE MATERIALS, RESOURCE MATERIALS,

THIS ACQUISITIONS LIST IS A BIBLIOGRAPHY OF MATERIAL ON VARIOUS ASPECTS OF EDUCATION. OVER 300 UNANNOTATED REFERENCES ARE PROVIDED FOR DOCUMENTS DATING MAINLY FROM 1960 TO 1966. BOOKS, JOURNALS, REPORT MATERIALS, AND UNPUBLISHED MANUSCRIPTS ARE LISTED UNDER THE FOLLOWING HEADINGS--(1) ACHIEVEMENT, (2) ADOLESCENCE, (3) CHILD DEVELOPMENT, (4) CURRICULUM, (5) DISADVANTAGED, DROPOUTS, DELINQUENCY, AND POVERTY, (6) EDUCATIONAL INNOVATION AND PLANNING, (7) GUIDANCE, (8) INDIVIDUALIZED INSTRUCTION, (9) LEARNING, (10) MISCELLANEOUS, (11) PERSONALITY, (12) RACE AND MINORITY, (13) READING, (14) TEACHING, AND (15) TESTING. THIS LIST



REPRESENTS VOLUME 1, NUMBER 6, OF A NONCUMULATIVE ACQUISITIONS LIST. RELATED REPORTS ARE ED 011 319, ED 011 320, AND ED 011 321. (60) ED 011 321. (60)

## ED 011 319

24

ACQUISITIONS LIST, JUNE-AUGUST 1966,  
HARVARD UNIV., CAMBRIDGE, MASS.

REPORT NUMBER BR-5-0215-19

PUB DATE AUG 66

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.09 HC-\$1.88 47P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*CREATIVITY, \*EDUCATIONAL RESEARCH, \*INTELLIGENCE, \*LANGUAGE DEVELOPMENT, \*PROGRAMED INSTRUCTION, CAMBRIDGE, COGNITIVE ABILITY, PUBLICATIONS, READING MATERIALS, REFERENCE MATERIALS, RESOURCE MATERIALS, VERBAL ABILITY.

THIS ACQUISITIONS LIST IS VOLUME 1, NUMBER 7, OF A NONCUMULATIVE BIBLIOGRAPHY ON EDUCATION. APPROXIMATELY 500 UNANNOTATED REFERENCES ARE PROVIDED FOR DOCUMENTS DATING MAINLY FROM 1962 TO 1966. MATERIALS ARE PRESENTED UNDER THE HEADINGS OF COGNITION, CREATIVITY, LANGUAGE DEVELOPMENT, MENTAL ABILITY, PROGRAMED INSTRUCTION, AND VERBAL ABILITY, IN ADDITION TO THE HEADINGS OF A PRECEDING ISSUE (ED 011 318). OTHER RELATED DOCUMENTS ARE ED 011 320 AND ED 011 321. (60)

## ED 011 320

24

ACQUISITIONS LIST, SEPTEMBER-OCTOBER 1966,  
HARVARD UNIV., CAMBRIDGE, MASS.

REPORT NUMBER BR-5-0215-20

PUB DATE OCT 66

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.09 HC-\$1.36 34P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*EDUCATIONAL RESEARCH, \*PRESCHOOL CHILDREN, \*PRESCHOOL PROGRAMS, CAMBRIDGE, PUBLICATIONS, READING MATERIALS, REFERENCE MATERIALS, RESOURCE MATERIALS.

THIS ACQUISITIONS LIST REPRESENTS VOLUME 1, NUMBER 8, OF A NONCUMULATIVE BIBLIOGRAPHY ON EDUCATION. APPROXIMATELY 300 UNANNOTATED REFERENCES ARE PROVIDED FOR DOCUMENTS RANGING MAINLY FROM 1961 TO 1966. MATERIALS ARE PRESENTED UNDER AN ADDITIONAL HEADING, PRESCHOOL, THAT WAS NOT INCLUDED IN THE HEADINGS OF TWO PREVIOUS ISSUES (ED 011 318 AND ED 011 319). ANOTHER RELATED DOCUMENT IS ED 011 321. (6)

## ED 011 321

24

ACQUISITIONS LIST, JANUARY-FEBRUARY 1967,  
HARVARD UNIV., CAMBRIDGE, MASS.

REPORT NUMBER BR-5-0215-21

PUB DATE FEB 67

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.10 HC-\$2.44 61P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*COMPENSATORY EDUCATION, \*EDUCATIONAL RESEARCH, \*URBAN EDUCATION, CAMBRIDGE, PUBLICATIONS, READING MATERIALS, REFERENCE MATERIALS, RESOURCE MATERIALS.

THIS ACQUISITIONS LIST REPRESENTS VOLUME 1, NUMBER 10, OF A NONCUMULATIVE BIBLIOGRAPHY ON EDUCATION. APPROXIMATELY 600 UNANNOTATED REFERENCES ARE PROVIDED FOR DOCUMENTS RANGING MAINLY FROM 1964 TO 1967. MATERIALS ARE PRESENTED UNDER THE

HEADINGS OF COMPENSATORY EDUCATION AND URBAN EDUCATION, IN ADDITION TO THE HEADINGS OF PRECEDING ISSUES (ED 011 318, ED 011 319, AND ED 011 320). (60)

## ED 011 322

24

PERSPECTIVES ON THE R AND D CENTER.

BY- FEINBERG, HARRIET

REPORT NUMBER BR-5-0215-22

PUB DATE FEB 66

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.09 HC-\$1.72 43P.

DESCRIPTORS- \*EDUCATIONAL RESEARCH, \*EVALUATION METHODS, \*INFORMATION DISSEMINATION, \*RESEARCH AND DEVELOPMENT CENTERS, \*RESEARCH METHODOLOGY, CAMBRIDGE, CRITICAL THINKING, INTERVIEWS, RESEARCH, RESEARCHERS, TEACHERS.

AN EVALUATION OF THE WORK AND PLANS OF THE RESEARCH AND DEVELOPMENT CENTER ON EDUCATIONAL DIFFERENCES WAS PRESENTED THROUGH AN ANALYSIS OF A SERIES OF INTERVIEWS WITH THE POLICY BOARD MEMBERS PROJECT DIRECTORS, AND FACULTY MEMBERS OF THE HARVARD GRADUATE SCHOOL OF EDUCATION. THE INTERVIEWS WERE FOCUSED ON THE QUESTION OF "HOW CAN THE CENTER MAKE A DIFFERENCE IN CLASSROOMS." THE EVALUATION AND SUGGESTIONS WERE PRESENTED FROM THREE POINTS-OF-VIEW OR "PERSPECTIVES." THE FIRST PERSPECTIVE RELATED TO THE PROBLEM OF THE GAP BETWEEN THE UNIVERSITY AND THE PARTICIPATING SCHOOL SYSTEMS. THE TWO GROUPS PLACED DIFFERENT EMPHASIS ON RESEARCH AND DISSEMINATION VERSUS SERVICE PROJECTS. METHODS OF CLOSING THE GAP WERE DISCUSSED. THE SECOND PERSPECTIVE RELATED TO THE RELATIONSHIP OF THE VARIOUS CENTER PROJECTS AND THE ABSENCE OF A COHESIVE NETWORK OF INTERRELATED WORK. THE THIRD PERSPECTIVE RELATED TO THE NEED FOR A DEFINITION OF THE LONG-RANGE GOALS OF THE CENTER AND THE ROLE IT MUST FILL TO ACHIEVE THOSE GOALS. (AL)

## ED 011 323

AN EXPLORATORY STUDY OF SECONDARY SCHOOL STUDENTS USING THE TYPICAL DAY INTERVIEW.

BY- WHITELEY, JOHN M. GOLDSTON, JEAN

REPORT NUMBER BR-5-0215-23

PUB DATE 67

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.09 HC-\$1.12 28P.

DESCRIPTORS- \*ACTIVITIES, \*ADOLESCENTS, \*AFTER SCHOOL ACTIVITIES, \*FAMILY LIFE, \*SCHOOL ACTIVITIES, ACHIEVEMENT, APTITUDE, CAMBRIDGE, INTERVIEWS, JUNIOR SCHOLASTIC APTITUDE TEST, OTIS QUICK SCORING MENTAL ABILITY TEST, PARENT CHILD RELATIONSHIP, PERSONALITY, RATING SCALES, RESEARCH, TYPICAL DAY INTERVIEW.

THIS PAPER PRESENTED RESULTS FROM AN EXPLORATORY STUDY OF DIFFERENTIATION IN WHICH ADOLESCENTS WERE GIVEN THE TYPICAL DAY INTERVIEW. THE FOCUS OF THE INSTRUMENT WAS ON THE STUDENT'S ABILITY TO COGNITIVELY DIFFERENTIATE ASPECTS OF THE SCHOOL ENVIRONMENT. DIFFERENTIATION WAS DEFINED AS CAPACITY TO PERCEIVE NUANCES OF PROBLEMS, PEOPLE, AND PROGRAMS WHICH COMPOSE ONE'S ENVIRONMENT. EACH OF 30 STUDENTS FROM A PRIVATE SECONDARY SCHOOL WROTE A LOG OF OCCURRENCES FROM RISING UNTIL RETIRING, AND EACH WAS INTERVIEWED FOR ELABORATION. THE DIMENSIONS ON WHICH THE TYPICAL DAY INTERVIEW WAS EVALUATED AND SOME TYPICAL RESPONSES WERE GIVEN. STUDENTS WERE RATED ON ABILITY TO DIFFERENTIATE SCHOOL, PERCEPTION OF TEACHERS,

PERCEPTION OF CLASSES, AND INDEPENDENT INITIATIVE. ACTIVITY LEVEL, USE OF FREE TIME, AND RELATIONS WITH PEERS WERE ASSESSED. ROLE OF THE PARENTS IN THE ADOLESCENT'S DAY AND THE ROLE OF THE GYM WERE ALSO RATED. INTELLECTUAL ABILITY BASED ON TESTS AND ACHIEVEMENT BASED ON GRADES WERE TABULATED. THE STATISTICAL STUDY INCLUDED RELIABILITY FINDINGS, COMPARISONS OF BOYS AND GIRLS, COMPARISONS OF TWO ABILITY TRACKS, AND COMPARISONS OF GRADES 7, 9, AND 11. FINDINGS SHOWED DIFFERENTIATION CORRELATING HIGHLY WITH ORGANIZATIONAL ABILITY AND INDIVIDUAL INITIATIVE, AND MODERATELY WITH GRADES AND INTELLECTUAL ABILITY. NO RELATIONSHIPS WERE FOUND BETWEEN DIFFERENTIATION AND ACTIVITY LEVEL, PEER RELATIONS, ROLE OF THE GYM, INCREASES IN AGE AND MATURITY, SEX DIFFERENCES, OR USE OF FREE TIME. FURTHER STUDY WITH STUDENTS FROM URBAN AND SUBURBAN SCHOOLS AND OF WIDER ABILITY RANGES WAS RECOMMENDED. (7C)

ED 011 324

24

EDUCATIONAL PRACTICE AND THE ANALYSIS OF ERRORS.

BY- CLINCHY, ELYNE ROSENTHAL, KRISTINE  
HARVARD UNIV., CAMBRIDGE, MASS.

REPORT NUMBER BR-5-0215-24

PUB DATE DEC 66

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.16 HC-\$2.44 61P.

DESCRIPTORS- \*CHILDREN, \*EDUCATIONAL PRINCIPLES, \*INFORMATION PROCESSING, \*PROBLEM SOLVING, \*THOUGHT PROCESSES, BEHAVIOR, CAMBRIDGE, EFFECTIVE TEACHING, RESEARCH AND DEVELOPMENT CENTERS,

KINDS OF ERRORS, AND THEIR VALUE TO HELP TEACHERS KNOW AS MUCH AS POSSIBLE ABOUT HOW THEIR STUDENTS' MINDS WORK, ARE DISCUSSED. THE TERM "ERROR" IS USED TO REFER TO MISTAKES IN THE PROCESS OF REASONING RATHER THAN TO INCORRECT OUTCOMES OF REASONING. THE AUTHORS STATE, "CORRECT OUTCOMES MAY OR MAY NOT FOLLOW UPON ERRORS (OR MISTAKEN PROCESSES), BUT INCORRECT OUTCOMES ALWAYS INDICATE THE PRESENCE OF SOME SORT OF ERROR." THEY ALSO STATE, "THE INCORRECT OUTCOME IS USEFUL BECAUSE IT ALERTS THE TEACHER TO SEARCH FOR ITS SOURCE--THE ERROR OR ERRORS PRECEDING IT." A VARIETY OF ERRORS THAT FREQUENTLY OCCUR IN THE THINKING OF MANY DIFFERENT CHILDREN ON MANY TYPES OF PROBLEMS IS DISCUSSED. THE ERRORS ARE CLASSIFIED ACCORDING TO THE MENTAL OPERATIONS THE CHILD PERFORMS RATHER THAN IN RELATION TO THE KIND OF MATERIAL UPON WHICH HE OPERATES. THE AUTHORS CONCLUDE THAT CORRECT IDENTIFICATION OF ERRORS CAN GUIDE THE TEACHER IN SELECTING AN EFFECTIVE INSTRUCTIONAL STRATEGY FOR THE CHILD. (AL)

ED 011 325

24

SUBCULTURAL DIFFERENCES IN CHILD LANGUAGE--AN  
INTER-DISCIPLINARY REVIEW.

BY- CAZDEN, COURTNEY D.

REPORT NUMBER BR-5-0215-25

PUB DATE 66

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.09 HC-\$1.46 37P.

DESCRIPTORS- \*CULTURALLY DISADVANTAGED, \*DIALECTS, \*LANGUAGE, \*LANGUAGE DEVELOPMENT, \*LANGUAGE HANDICAPS, CAMBRIDGE, CULTURAL DIFFERENCES, LANGUAGE ENRICHMENT, LANGUAGE RESEARCH, MINORITY GROUP CHILDREN, PEARSON PICTURE VOCABULARY TEST,

THE WAYS LANGUAGE IS USED BY CHILDREN IN VARIOUS

SUBCULTURE GROUPS WERE INVESTIGATED, AND AN EVALUATION WAS MADE OF WHETHER OR NOT THE LANGUAGE OF ANY GROUP CAN BE CONSIDERED DEFICIENT BY USE OF SOME CRITERIA. THE AUTHOR EVALUATED RESEARCH IN LINGUISTICS, DEVELOPMENTAL PSYCHOLOGY, SOCIOLOGY, AND ANTHROPOLOGY DONE WITH CHILDREN OF DIFFERENT SOCIAL CLASSES AND MINORITY GROUPS. METHODS OF DESCRIBING NONSTANDARD ENGLISH IN TERMS OF ERRORS, CONTRAST, AND TRANSFORMATIONAL GRAMMAR WERE PRESENTED. THE AUTHOR STATED THAT BOTH SOCIAL AND PSYCHOLOGICAL CRITERIA ON THE DEFICIENCY OF NONSTANDARD ENGLISH EXISTS, BUT THAT THERE IS MORE EVIDENCE ON SOCIAL GROUNDS. HE OUTLINED SUCH MEDIATIONAL VARIABLES AS SOCIAL CLASS WHICH AFFECT LANGUAGE DEVELOPMENT. HE STATED THAT PHONOLOGY AND SENTENCE STRUCTURE MAY OBSCURE SUCH MEDIATORS AS THE NONVERBAL CONTEXT (WHICH INCLUDES AFFECTIVE QUALITY AND WHETHER THE CHILD TALKS TO ADULTS OR CHILDREN), AND THAT LANGUAGE STIMULATION MAY VARY IN QUALITY AND QUANTITY. THE PROBLEMS WHICH DIALECT DIFFERENCES POSE FOR LANGUAGE DEVELOPMENT SCALES WERE PROBED. THE AUTHOR SUGGESTED A CHILD'S LANGUAGE DEVELOPMENT BE EVALUATED FOR PROGRESS TOWARD THE NORMS OF HIS PARTICULAR SPEECH COMMUNITY. INTERINDIVIDUAL AND INTRINDIVIDUAL MODES OF COMMUNICATION WERE PRESENTED. THE IMPORTANCE OF THE RELATIONSHIP BETWEEN THESE TWO MODES TO STUDIES OF SUBCULTURAL DIFFERENCES IN CHILD LANGUAGE WAS STRESSED. THIS ARTICLE IS A REPRINT FROM "MERRILL-PALMER QUARTERLY OF BEHAVIOR AND DEVELOPMENT," VOLUME 12, NUMBER 3, 1966. (7C)

ED 011 326

24

RECOMMENDATIONS FOR A MEASURE OF SELF-CONCEPT.

BY- SILVER, NANCY

PUB DATE 19 OCT 66

REPORT NUMBER BR-5-0215-26

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.09 HC-\$0.92 23P.

DESCRIPTORS- \*ADOLESCENTS, \*MEASUREMENT INSTRUMENTS, \*MEASUREMENT TECHNIQUES, \*SELF CONCEPT, \*TEST SELECTION, CAMBRIDGE, CONCEPTUAL SCHEMES, INTERVIEWS, Q SORT, QUESTIONING TECHNIQUES, RATING SCALES,

A MEASURE OF SELF-CONCEPT, CONSISTING OF A SERIES OF THREE TESTS, WAS RECOMMENDED TO AID THE STUDY OF ADOLESCENCE IN THE SECONDARY SCHOOL AND TO PROVIDE THE ADOLESCENT WITH A KNOWLEDGE OF SELF-CONCEPT THAT COULD HELP IN DECISION MAKING, PERCEPTION, AND THE ACQUISITION OF VALUES. SELF-CONCEPT RESEARCH AND THEORIES WERE REVIEWED AND REPORTED, AND VARIOUS CONCEPTUAL VIEWPOINTS WERE DISCUSSED. STRENGTHS AND WEAKNESSES OF SUCH SELF-CONCEPT MEASUREMENT INSTRUMENTS AS CHECKLISTS, Q-SORTS, RATING SCALES, OPEN-ENDED QUESTIONS, AND VARIOUS PROJECTIVE DEVICES WERE ANALYZED. THE RECOMMENDED MEASURE CONSISTED OF THREE TEST ITEMS SELECTED TO COMPLEMENT EACH OTHER. THESE ITEMS WERE A Q-SORT, A SENTENCE-COMPLETION BLANK, AND AN INTERVIEW. A SAMPLE OF THE PROPOSED TEST ITEMS WAS INCLUDED IN THE REPORT. (AL)

ED 011 327

24

EDUCATION AND COMMUNITY.

BY- NEWMANN, FRED M. OLIVER, DONALD W.

REPORT NUMBER BR-5-0215-27

PUB DATE 67

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.09 HC-\$1.92 48P.

DESCRIPTORS- \*AUTOMATION, \*COMMUNITY, \*EDUCATIONAL CHANGE,

\*INDIVIDUAL NEEDS, \*SPECIALIZATION, CAMBRIDGE, EDUCATIONAL PHILOSOPHY, EDUCATIONAL PROGRAMS, RESEARCH, SCHOOL COMMUNITY RELATIONSHIP.

THIS PAPER PRESENTS A DISSENTING VIEW OF PREVAILING CONCEPTS OF EDUCATION AND APPROACHES TO EDUCATIONAL REFORM. THE AUTHORS STATE THAT REFORMS CURRENTLY DIRECTED AT AMERICAN SCHOOLS ARE GROUNDED IN CONCEPTUAL AND INSTITUTIONAL FRAMEWORKS THAT FAIL TO CONFRONT THE MOST FUNDAMENTAL PROBLEMS OF THE AGE. THEY OUTLINE THE NATURE OF THESE PROBLEMS, SUGGEST WAYS IN WHICH EDUCATION IN AMERICA BOTH REFLECTS AND EXACERBATES THE PROBLEMS, AND FINALLY SKETCH AN EDUCATIONAL MODEL THEY FEEL IS MORE APPROPRIATE TO THE CHALLENGES OF MODERN AMERICA. THIS ARTICLE IS A REPRINT FROM THE "HARVARD EDUCATIONAL REVIEW," VOLUME 37, NUMBER 1, 1967. (20)

ED 011 328 24

A STRUCTURAL APPROACH TO THE STUDY OF LITERATURE FOR CHILDREN.

BY- MELMEYER, PETER F.

REPORT NUMBER ER-5-0215-28

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.09 HC-\$0.56 14P.

PUB DATE 66

DESCRIPTORS- \*CHILDRENS BOOKS, \*FOLKLORE BOOKS, \*LITERATURE, \*READING INTERESTS, \*STRUCTURAL ANALYSIS, CAMBRIDGE, PETER RABBIT.

A SCHEME FOR CATEGORIZING THE STRUCTURE OF CHILDREN'S STORIES IS OUTLINED BY THE AUTHOR. THE SCHEME, PARTLY DERIVED FROM THE WORK OF VLADIMIR PROPP, IS DESIGNED TO PROVIDE TESTABLE STATEMENTS ABOUT THE BOOKS AND STORIES CHILDREN PREFER. THE AUTHOR SUGGESTS THAT THERE ARE COMMON DENOMINATORS WITHIN STORIES, SEQUENCES OF ACTION OR REACTION, THAT, NO MATTER HOW MUCH THE SUPERSTRUCTURE MAY VARY, ALWAYS REMAIN THE SAME. IT HAS BEEN FOUND THAT THESE "FUNCTIONS" FOLLOW AN IDENTICAL SET SEQUENCE, THOUGH IN ANY GIVEN TALE SOME FUNCTIONS MAY BE EXCLUDED. BY ASSIGNING SYMBOLS TO THESE FUNCTIONS ONE CAN OBTAIN AN OBJECTIVE COUNTERPART OF ONE DIMENSION OF A STORY. IT IS THEN POSSIBLE TO VARY ONE OF THE FUNCTIONS WHILE HOLDING THE OTHERS CONSTANT. SUCH STRUCTURAL ANALYSIS MIGHT ALSO SHOW SIMILARITIES AMONG TALES NOT USUALLY CATEGORIZED TOGETHER. FOR EXAMPLE, "PETER RABBIT" (1) RECEIVES INSTRUCTIONS NOT TO DO SOMETHING, (2) VIOLATES THE INSTRUCTIONS, AND (3) IS RESCUED FROM THE CONSEQUENCES OF THE VIOLATION. OTHER STORIES FOLLOWING THIS STRUCTURAL SEQUENCE ARE "RADES IN THE MOORS," "LITTLE RED RIDING HOOD," AND "HANSSEL AND GRETEL." IT MAY WELL BE THAT CERTAIN STRUCTURAL SEQUENCES APPEAL TO CHILDREN AT CERTAIN AGES, RATHER THAN THE BROAD GENERALIZATIONS OF ANIMAL OR ADVENTURE. WHILE FUNCTIONS ARE ONLY ONE (RELATIVELY CONTROLLABLE) INGREDIENT OF STORIES, AN UNDERSTANDING OF THE FUNCTIONS MAY ASSIST IN ANALYZING THE INTERACTION BETWEEN STORIES AND CHILDREN, (TC)

ED 011 329 24

SOME IMPLICATIONS OF RESEARCH ON LANGUAGE DEVELOPMENT FOR PRESCHOOL EDUCATION.

BY- CAZDEN, COURTNEY B.

REPORT NUMBER ER-5-0215-29

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.09 HC-\$1.24 31P.

PUB DATE FEB 66

DESCRIPTORS- \*DISADVANTAGED YOUTH, \*GRAMMAR, \*LANGUAGE DEVELOPMENT, \*PRESCHOOL PROGRAMS, \*VOCABULARY DEVELOPMENT, CAMBRIDGE.

RECENT RESEARCH ON LANGUAGE DEVELOPMENT WAS REVIEWED, AND THE DIFFICULTIES OF TRANSFORMING DEVELOPMENTAL RESEARCH INTO PRESCRIPTIONS FOR EDUCATION WERE DISCUSSED. RESEARCH FINDINGS AND RECOMMENDATIONS FOR PRESCHOOL TEACHING WERE MADE UNDER THE FOLLOWING HEADINGS--(1) THE ACQUISITION OF GRAMMAR, STRUCTURE OF LANGUAGE, (2) THE ACQUISITION OF VOCABULARY, (3) THE ACQUISITION OF MULTIPLE FUNCTIONS OF LANGUAGE, (4) THE ACQUISITION OF A STANDARD DIALECT, (5) THE RELATION OF LANGUAGE TO NONVERBAL BEHAVIOR, (6) BEGINNING READING, AND (7) ELEMENTARY EDUCATION. THE AUTHOR SUGGESTS THAT THE PRESCHOOL CHILD, ESPECIALLY THE DISADVANTAGED CHILD, MAY BE HELPED MOST IN LANGUAGE DEVELOPMENT BY ENLARGING HIS LINGUISTIC REPERTOIRE RATHER THAN BY TRYING TO CORRECT HIS NONSTANDARD FORM. THE NEED FOR ELEMENTARY SCHOOL PROGRAMS TO PROVIDE REINFORCEMENT FOR THE INNOVATIONS OF PRESCHOOL PROGRAMS WAS EMPHASIZED. THIS PAPER WAS PREPARED FOR THE SOCIAL SCIENCE RESEARCH COUNCIL CONFERENCE ON PRESCHOOL EDUCATION, CHICAGO, FEBRUARY 7-9, 1966. (AL)

ED 011 330 24

SOME IMPRESSIONS OF FAIR HARVARD'S BLACKS.

BY- SHELTON, FLORENCE

REPORT NUMBER ER-5-0215-30

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.09 HC-\$0.64 16P.

PUB DATE 65

DESCRIPTORS- \*COLLEGE INTEGRATION, \*NEGRO STEREOTYPES, \*NEGRO STUDENTS, \*RACE RELATIONS, \*SELF CONCEPT, CAMBRIDGE, PERSONALITY ASSESSMENT, SOCIAL DISCRIMINATION.

THE "COLLEGE EXPERIENCE" OF 15 NEGRO MEN MATRICULATING AT HARVARD DURING 1963-64 WAS REPORTED. THE RESEARCHER INTERVIEWED THE MEN, ELICITING EXPRESSIONS OF WHAT IT MEANT, SOCIALLY AND PSYCHOLOGICALLY, TO BE A NEGRO AT AN IVY LEAGUE COLLEGE. INDIVIDUAL DIFFERENCES IN SUCH AREAS AS FAMILY BACKGROUND, SELF-CONCEPT, REFERENCE GROUPS, ASPIRATIONS, AND PERSONALITY WERE FOUND TO YIELD DIFFERING WAYS OF ORIENTATION IN THE CULTURE OF HARVARD COLLEGE. THIS ARTICLE IS A REPRINT FROM THE "HARVARD JOURNAL OF NEGRO AFFAIRS," VOLUME 1, NUMBER 2, 1965. (TC)

ED 011 331 24

ANNOTATED BIBLIOGRAPHY ON SCHOOL RACIAL MIX AND THE SELF CONCEPT, ASPIRATIONS, ACADEMIC ACHIEVEMENT, AND INTERRACIAL ATTITUDES AND BEHAVIOR OF NEGRO CHILDREN.

BY- ST. JOHN, NANCY SMITH, NANCY

HARVARD UNIV., CAMBRIDGE, MASS.

REPORT NUMBER ER-5-0215-31

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.18 HC-\$3.32 83P.

PUB DATE 66

DESCRIPTORS- \*ANNOTATED BIBLIOGRAPHIES, \*BIBLIOGRAPHIES, \*NEGRO STUDENTS, \*RACIAL SEGREGATION, \*SCHOOL INTEGRATION, CAMBRIDGE, DEFACTO SEGREGATION, INTEGRATION STUDIES, NEGRO ACHIEVEMENT, NEGRO ATTITUDES, NEGRO EDUCATION, NORTHERN SCHOOLS, RACE RELATIONS, RACIAL ATTITUDES.

THIS SELECTIVE ANNOTATED BIBLIOGRAPHY LISTS 242 ITEMS ON



THE EFFECTS OF RACIAL SEGREGATION, DESEGREGATION, AND INTEGRATION ON SCHOOL CHILDREN. THE BASES USED FOR SELECTION OF THE ITEMS WERE (1) EMPIRICAL RESEARCH, (2) POST-1954 AND ESPECIALLY POST-1960 STUDIES, (3) THE NORTH AND DEFACTO SEGREGATION, (4) RESEARCH WITH NEGRO SUBJECTS, AND (5) RESEARCH MEETING STANDARDS OF EXCELLENCE. FOLLOWING AN INTRODUCTORY LISTING OF OTHER ANNOTATED BIBLIOGRAPHIES, THE REMAINING ITEMS ARE LISTED UNDER HEADINGS OF "INDEPENDENT VARIABLES (CAUSES)," "DEPENDENT VARIABLES (EFFECTS)," AND "RELATION OF MAIN INDEPENDENT VARIABLES (SCHOOL RACIAL MIX) AND DEPENDENT VARIABLES." A DOUBLE ENTRY IS PROVIDED FOR EACH ITEM, ONCE UNANNOTATED IN AN ALPHABETICAL INDEX BY AUTHOR AND ONCE ANNOTATED UNDER AN APPROPRIATE SUBJECT-MATTER HEADING. (JH)

ED 011 332

24

THE EFFECT OF SEGREGATION ON THE ASPIRATIONS OF NEGRO YOUTH.  
BY- ST. JOHN, NANCY

REPORT NUMBER ER-5-0215-32

PUB DATE

66

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.09 HC-\$0.56 14P.

DESCRIPTORS- \*ASPIRATION, \*EARLY EXPERIENCE, \*NEGRO YOUTH, \*SCHOOL SEGREGATION, \*SELF CONCEPT, CAMBRIDGE, EDUCATIONAL ENVIRONMENT, GRADE 11, NORTHERN SCHOOLS, RACIAL DISTRIBUTION, SOCIOECONOMIC INFLUENCES, SOUTHERN SCHOOLS, STUDENT MOTIVATION,

THE AUTHOR TESTED THE HYPOTHESIS THAT THERE IS A NEGATIVE RELATIONSHIP BETWEEN THE DEGREE OF SEGREGATION AND THE ASPIRATION LEVEL OF NEGRO STUDENTS. THE STUDY WAS LIMITED TO NEGRO AND WHITE HIGH SCHOOL JUNIORS IN A NEW ENGLAND TOWN. ALTHOUGH HER FINDINGS SHOWED THAT NEGRO HIGH SCHOOL JUNIORS DO HAVE LOWER EDUCATIONAL ASPIRATIONS THAN WHITES, THEY FAILED TO SUPPORT THE HYPOTHESIS THAT THIS FACT IS RELATED TO THE AVERAGE SCHOOL PERCENT NEGRO (ASPN) IN THE FIRST 9 SCHOOL YEARS. BEFORE CONCLUDING THAT THERE IS NO RELATION BETWEEN EARLY SEGREGATION EXPERIENCE AND ASPIRATION IN HIGH SCHOOL, THE AUTHOR CONSIDERED (1) GEOGRAPHICAL DIFFERENCES OF PRE-HIGH-SCHOOL SCHOOLS ATTENDED, (2) UNCONTROLLED DIFFERENCES OF PRE-HIGH-SCHOOL SCHOOLS ATTENDED, AND (3) SOCIOECONOMIC DIFFERENCES. THE AUTHOR FOUND THAT "SOUTHERN" NEGROES DID HAVE CONSISTENTLY LOWER ASPIRATIONS THAN "NORTHERN" NEGROES, BUT WHEN THE SAMPLE WAS RESTRICTED TO NORTHERN EDUCATED NEGROES, THE HYPOTHESIS WAS STILL NOT SUPPORTED. THE AUTHOR FOUND, CONTRARY TO THE HYPOTHESIS, A TENDENCY TOWARD HIGHER ASPIRATIONS IN HIGH ASPN SCHOOLS THAN IN LOW ASPN SCHOOLS, BUT FOUND NO UNCONTROLLED DIFFERENCE BETWEEN THE SCHOOLS TO ACCOUNT FOR THIS. NOR DID PARENTAL SOCIAL CLASS ACCOUNT FOR ASPIRATION DIFFERENCES, SINCE LOWER-CLASS WHITE STUDENTS HAD LOWER ASPIRATIONS REGARDLESS OF ASPN SCORE, WHILE NEGRO ASPIRATION SCORES VARIED POSITIVELY WITH THE ASPN SCORES REGARDLESS OF SOCIAL CLASS. THE AUTHOR SUGGESTED THAT IF THE SCHOOL'S ATMOSPHERE IS NEGATIVE, A NEGRO CHILD'S SELF-ESTEEM IS MORE THREATENED BY A DESEGREGATED SCHOOL THAN BY A SEGREGATED SCHOOL. THIS REPORT IS A REPRINT FROM THE "HARVARD EDUCATIONAL REVIEW," VOLUME 36, NUMBER 3, SUMMER 1966. (JH)

ED 011 333

LEARNING FROM OWN VS OTHER VOICE BY AIR OR BONE CONDUCTION.  
BY- YEAGER, JOY

HARVARD UNIV., CAMBRIDGE, MASS.

REPORT NUMBER ER-5-0215-33

PUB DATE

66

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.09 HC-\$0.24 6P.

DESCRIPTORS- \*AUDITION (PHYSIOLOGY), \*AUDITORY PERCEPTION, \*LEARNING PROCESSES, \*PAIRED ASSOCIATE LEARNING, \*RECALL, CAMBRIDGE, COMPARATIVE ANALYSIS, RESEARCH AND DEVELOPMENT CENTERS,

IN A PAIRED-ASSOCIATE LEARNING EXPERIMENT, THE SUBJECT'S OWN VOICE AND THEN THAT OF ANOTHER WERE HEARD TO TEST THE EFFECTIVENESS OF RECALL OF BOTH PRESENTATIONS. HALF OF THE WORDS FROM EACH VOICE WAS PRESENTED BY AIR-CONDUCTED SOUND TO EARPHONES AND HALF BY OCCLUDED BONE CONDUCTION. THE ORDER OF PRESENTATION OF VOICES, WORD-PAIR HALF-BLOCKS, AND SOUND MEDIA WAS COUNTERBALANCED AMONG SUBJECTS WHO WERE PREVIOUSLY SCREENED FOR NORMAL HEARING. TESTS WERE ADMINISTERED TO DIFFERENTIATE SUBJECTS WHO WERE EITHER "FIELD DEPENDENT" OR "FIELD INDEPENDENT." RESULTS SHOWED THAT RECALL OF MATERIAL WAS NO GREATER WHETHER ONE'S OWN VOICE OR ANOTHER'S WAS USED. SUBJECTS CLASSIFIED AS NORMAL, OR AS "FIELD DEPENDENT," LEARNED ABOUT EQUALLY WELL FROM EITHER VOICE AND SHOWED NO PREFERENCE FOR ONE OVER THE OTHER. IN THE EARLY TRIALS, LEARNING BY AIR CONDUCTION APPEARED SUPERIOR TO THAT BY BONE CONDUCTION. IN LATER TRIALS, THE DIFFERENCE BECAME NONSIGNIFICANT. THIS ARTICLE WAS PUBLISHED IN "PERCEPTUAL AND MOTOR SKILLS," 23, 1966. (GD)

ED 011 334

24

STUDENT TEACHING CENTER PROJECT. FINAL REPORT.

BY- FISCHER, STEPHEN J. GODDU, ROLAND J.D.

HARVARD UNIV., CAMBRIDGE, MASS.

REPORT NUMBER ER-5-0215-34

PUB DATE

DEC 66

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.09 HC-\$1.26 32P.

DESCRIPTORS- \*MASTER TEACHERS, \*STUDENT TEACHERS, \*TEACHER EDUCATION, \*TEACHER GUIDANCE, \*TEACHER SUPERVISION, CAMBRIDGE, CURRICULUM DEVELOPMENT, INSERVICE TEACHER EDUCATION, PROGRAM EFFECTIVENESS, RESEARCH AND DEVELOPMENT CENTERS,

STUDENT TEACHING CENTERS WERE ESTABLISHED TO MORE EFFECTIVELY CONDUCT STUDENT TEACHER PROGRAMS THROUGH AN INCREASED EMPHASIS ON THE ROLE OF SUPERVISION. A STUDENT TEACHING CENTER IS AN ADMINISTRATIVE ARRANGEMENT WHERE THE SCHOOL AND UNIVERSITY JOINTLY PAY THE SALARY OF A MASTER TEACHER, CALLED A RESIDENT SUPERVISOR, WHO IS GIVEN RELEASED TIME FOR THE SUPERVISION OF STUDENT TEACHERS, CURRICULUM DEVELOPMENT, AND INSERVICE TRAINING OF JUNIOR STAFF. CENTERS WERE ESTABLISHED FOR FOUR SUBJECT AREAS IN THREE SCHOOL SYSTEMS AND WERE STAFFED BY HARVARD FACULTY MEMBERS, ADVANCED DOCTORAL STUDENTS, AND PUBLIC SCHOOL FACULTY MEMBERS. EVALUATION OF THE PROJECT RESULTED FROM STUDENT TEACHER RESPONSES TO QUESTIONNAIRES AND INTERVIEWS WITH THE RESIDENT SUPERVISORS. FINDINGS ILLUSTRATED THE EFFECTIVENESS OF A WELL-CONTROLLED AND SUPPORTIVE INDUCTIO OF STUDENT TEACHERS INTO THE TEACHING PROFESSION. (GD)

## ED 011 335

24

AN EXPERIMENTAL APPROACH TO THE EFFECTS OF EXPERIENCE ON  
EARLY HUMAN BEHAVIOR.

BY- WHITE, BURTON L.

REPORT NUMBER BR-5-0215-35

PUB DATE

66

CONTRACT CEC-5-10-239

EDRS PRICE MF-\$0.09 HC-\$1.52 36P.

DESCRIPTORS- \*CHILD PSYCHOLOGY, \*CHILD REARING, \*GROWTH PATTERNS, \*INFANT BEHAVIOR, \*PERCEPTUAL MOTOR LEARNING, CAMBRIDGE, CHILD DEVELOPMENT, EARLY CHILDHOOD EDUCATION, ENRICHMENT ACTIVITIES, INDIVIDUAL DEVELOPMENT, LEARNING PROCESSES, OBSERVATION,

SEVERAL STUDIES ON SENSORIMOTOR FUNCTIONS IN INFANTS WERE REPORTED. DAY-TO-DAY OBSERVATIONS WERE MADE OF INSTITUTIONALIZED INFANTS IN AN ATTEMPT TO COLLECT BASELINE DATA ON ADAPTIVE ABILITIES IN CHILDREN. THE EVOLUTION OF FUNDAMENTAL SENSORIMOTOR SKILLS WAS TRACED TO PROVIDE CLUES FOR THE STUDY OF ENVIRONMENTAL EFFECTS ON THE DEVELOPMENTAL PROCESS. AFTER HAVING ACQUIRED SUFFICIENT BASELINE DATA, EXPERIMENTAL MODIFICATIONS OF REARING CONDITIONS WERE CONDUCTED TO TEST IDEAS GENERATED IN PART BY THE OBSERVATIONS THEMSELVES AND IN PART FROM GENERAL THEORETICAL VIEWS. SUCH VISUAL-MOTOR BEHAVIORS AS VISUALLY DIRECTED REACHING, VISUAL ACCOMMODATION, AND THE BLINK RESPONSE TO AN APPROACHING VISIBLE TARGET WERE DETERMINED TO CONSTITUTE BASIC TOOLS PREREQUISITE TO EARLY EXPLORATION AND INFORMATION PROCESSING. IN ADDITION, SUCH MODIFICATIONS OF THE REARING CONDITIONS AS INCREASED HANDLING, MOTILITY, AND ENRICHMENT OF VISUAL SURROUNDINGS SHOWED THAT ACQUISITIONS OF VISUAL-MOTOR SKILLS WAS "PLASTIC," OR SUBJECT TO CHANGE AS A RESULT OF THE EVENTS EXPERIENCED. (6D)

## ED 011 336

24

SOCIOLOGICAL ASPECTS OF PERSONALITY CHANGE--A STUDY OF MENTAL HOSPITALIZATION.

BY- DREEDEN, ROBERT

REPORT NUMBER BR-5-0215-36

PUB DATE 31 AUG 66

CONTRACT CEC-5-10-239

EDRS PRICE MF-\$0.09 HC-\$0.96 24P.

DESCRIPTORS- \*INSTITUTIONAL ENVIRONMENT, \*INTERPERSONAL RELATIONSHIP, \*MENTAL ILLNESS, \*ORGANIZATION, \*PSYCHIATRIC HOSPITALS, CAMBRIDGE, PERSONALITY CHANGE, PSYCHOTHERAPY, SCHIZOPHRENIA,

A STUDY OF MENTAL HOSPITALIZATION WAS MADE IN A UNIVERSITY-AFFILIATED, ACTIVE-CARE STATE INSTITUTION CONCERNED MAINLY WITH SCHIZOPHRENICS. THE AUTHOR EXAMINED THE ROUTES PATIENTS FOLLOW THROUGH THE HOSPITAL IN RELATION TO THERAPY AND THE PATIENT'S RETURN TO OUTSIDE LIFE. HE OBSERVED THAT THE PATIENT'S SOCIAL POSITIONS ARE DEFINED IN LARGE PART BY STATE LAW, AND THAT NEWLY ADMITTED PATIENTS MAY OCCUPY A COURT POSITION, A JUDICIALLY COMMITTED POSITION, A TEMPORARY OBSERVATION STATUS, OR A VOLUNTARY ONE. THE AUTHOR PROPOSED THAT AN ORGANIZATION'S STRUCTURAL CHARACTERISTICS ARE RELATED TO THE TYPES OF ACTIVITIES CARRIED ON BY ITS MEMBERS. THE DYADIC PSYCHOTHERAPEUTIC RELATIONSHIP WAS EXAMINED IN TERMS OF THE OBJECT, OR ENTITY ACTED UPON, THE SOCIAL RELATIONSHIP INVOLVED, AND THE NORMS EXPECTED IN PERFORMANCE. THE TREATMENT PROCESS WAS SEEN AS A SERIES OF PSYCHOLOGICAL

CHANGES WHICH ARE INITIATED BY THE DOCTOR AND HIS PATIENT, AS WELL AS CHANGES IN THEIR RELATIONSHIP TO EACH OTHER, AND THE RELATIONSHIP BETWEEN THIS DYAD AND THE ORGANIZATIONAL SETTING. THE PATIENT'S SOCIAL RELATIONSHIP, DETERMINED IN PART BY THE NATURE OF THE POSITION HE OCCUPIES, WAS DESCRIBED AS BEING SOMEWHAT CONDUCTIVE TO ESTABLISHING TRUST, AND TO HELPING THE PATIENT ESCAPE HIS POTENTIALLY STRESSFUL DAILY LIFE AND RETURN TO THE OUTSIDE LATER THROUGH THE RESOURCES OF THE THERAPIST. A NEED WAS SEEN FOR CONCEPTUALIZING BOTH THE ELEMENTS OF ACTIVITIES AND THE PROPERTIES OF SOCIAL POSITIONS IN THEIR OWN RIGHTS RATHER THAN AS MERELY SLOTS IN A SOCIAL SYSTEM. THE AUTHOR SUGGESTED THAT FURTHER PSYCHIATRIC RESEARCH TAKE INTO ACCOUNT THE ORGANIZATIONAL PROPERTIES OF TREATMENT SETTINGS AS WELL AS TRADITIONAL PSYCHODYNAMIC FORMULATIONS. THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN SOCIOLOGICAL ASSOCIATION (61ST, MIAMI BEACH, AUGUST 31, 1966). (TC)

## ED 011 337

SECOND-ORDER PROBLEMS IN STUDIES OF PERCEPTUAL DEVELOPMENT.

BY- WHITE, BURTON L.

REPORT NUMBER BR-5-0215-37

PUB DATE 1 SEP 65

CONTRACT CEC-5-10-239

EDRS PRICE MF-\$0.09 HC-\$0.72 16P.

DESCRIPTORS- \*CHILD DEVELOPMENT, \*COGNITIVE DEVELOPMENT, \*INFANTS, \*PERCEPTUAL DEVELOPMENT, \*RESEARCH METHODOLOGY, CAMBRIDGE, EARLY EXPERIENCES, RESEARCH OPPORTUNITIES,

RECENT RESEARCH FINDINGS ON THE PERCEPTUAL DEVELOPMENT OF YOUNG INFANTS WERE SURVEYED, AND THE NEED FOR SYNTHESIZING THESE NEW FINDINGS INTO WORKABLE CONCEPTS WAS SUGGESTED FOR THE FRUITFUL STUDY OF HIGHER ORDER CONSIDERATIONS IN THE FUTURE. A DISCUSSION WAS MADE ON THE DEVELOPMENTAL ISSUES OF--(1) SUPERORDINATE CATEGORIES OF PERCEPTUAL FUNCTION, INVOLVING THE PROCESS OF TYING CONCEPTS LIKE FORM DISCRIMINATION AND DEPTH PERCEPTION TO THE DATA ON INFANT BEHAVIOR, (2) SUPERORDINATE BEHAVIORS, INVOLVING THE STUDY OF THE DEPENDENCY OF COMPLEX SKILLS LIKE VISUALLY DIRECTED REACHING, CREEPING, AND WALKING UPON THE ACQUISITION OF LESS COMPLEX BEHAVIORS, (3) TRANSITION FROM INNATE STEREOTYPED BEHAVIOR TO MATURE FORMS, INVOLVING THE STUDY OF IMPLICATIONS OF THE GRADUAL CHANGE FROM TACTUALLY INDUCED ROOTING BEHAVIOR AT BIRTH TO MORE FLUID AND VARIABLE BEHAVIOR AS THE INFANT DEVELOPS, (4) SCHEDULES OF APPROPRIATE EXPERIENCES, INVOLVING A DETERMINATION OF THE MOST SUITABLE EXPERIENCES FOR OPTIMAL DEVELOPMENT, (5) EARLY PERCEPTUAL-MOTOR BEHAVIOR AND COGNITIVE DEVELOPMENT, INVOLVING THE EMPIRICAL TESTING OF THE IDEA THAT THE INFANT'S PREHENSORY CONTACT WITH OBJECTS MARKS THE BEGINNING OF ACQUISITION OF COGNITIVELY RELEVANT INFORMATION AND TIES SEVERAL SENSORIMOTOR SUBSYSTEMS (SEEKING, REACHING, GRASPING) TOGETHER, AND (6) ANALYTICAL STUDIES OF THE ROLE OF EXPERIENCE, INVOLVING THE ISOLATION AND STUDY OF INDIVIDUAL FACTORS OF ENVIRONMENT, MOTILITY, AND TACTUAL STIMULATION. THE AUTHOR SUGGESTED THAT THESE SIX HIGHER-ORDER ISSUES SHOULD SERVE HEURISTICALLY AS INDICATORS OF THE DIRECTIONS RESEARCH SHOULD TAKE. THIS PAPER WAS PRESENTED AT THE INSTITUTE FOR JUVENILE RESEARCH, CHICAGO, SEPTEMBER 1, 1965. (JH)

ED 011 338

24

PROBLEMS OF MEASURING SPEECH RATE.

BY- CARROLL, JOHN B.

REPORT NUMBER BR-5-0215-38

PUB DATE 19 OCT 66

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.09 HC-\$0.52 13P.

DESCRIPTORS- \*MEASUREMENT TECHNIQUES, \*ORAL READING, \*READING SPEED, \*SPEECH, \*SPEECH COMPRESSION, CAMBRIDGE, LOUISVILLE, METHODOLOGY, ORAL COMMUNICATION, VERBAL COMMUNICATION.

A DISCUSSION WAS PRESENTED ON THE PROBLEMS OF MEASURING SPEECH RATE, A CRITICAL VARIABLE IN SPEECH COMPRESSION, BOTH IN DESCRIBING THE INPUT TO ANY SPEECH COMPRESSION SYSTEM AND IN CHARACTERIZING THE OUTPUT. THE DISCUSSION WAS LIMITED TO SPEECH RATE MEASUREMENT OF "ORAL READING RATE," ONLY, AND DID NOT DEAL WITH THE MEASUREMENT OF "SPONTANEOUS SPEECH." IT WAS REPORTED THAT IF MEASUREMENTS ARE TAKEN AS "UNITS OF SPEECH OUTPUT PER UNIT OF TIME," THEY WILL NORMALLY BE DISTRIBUTED OVER PERSONS OR OCCASIONS, BUT MEASUREMENTS WILL BE POSITIVELY SKEWED IF TAKEN AS "AMOUNT OF TIME PER UNIT OF PERFORMANCE." THE USE OF "UNITS OF TIME PER UNIT OF SPEECH OUTPUT" WAS SHOWN TO BE MORE EFFECTIVE IF VERY SMALL TIME UNITS ARE USED TO REPORT SPEECH RATE DATA. "WORDS PER MINUTE" WAS DISCOUNTED AS A UNIT OF SPEECH BECAUSE WORDS VARY IN LENGTH. AS PHONEMES ARE DIFFICULT TO COUNT, THE SYLLABLE WAS RECOMMENDED AS THE UNIT OF SPEECH OUTPUT FOR MEASURING SPEECH RATE, WITHOUT ACCEPTING REPRESENTATIVE VALUES OF THE UNITS. THESE VALUES COULD BE STANDARDIZED BY FURTHER RESEARCH. THE AUTHOR CONCLUDED WITH A DISCUSSION ON THE COLLECTION OF NORMATIVE DATA FOR STANDARDIZING THE USE OF SPEECH UNITS FOR PRECISE ORAL READING MEASUREMENTS. THIS PAPER WAS PREPARED FOR PRESENTATION AT A CONFERENCE ON SPEECH COMPRESSION, UNIVERSITY OF LOUISVILLE, OCTOBER 19, 1966. (JH)

ED 011 339

24

PLASTICITY OF SENSORIMOTOR DEVELOPMENT IN THE HUMAN INFANT.

BY- WHITE, BURTON L. HELD, RICHARD

REPORT NUMBER ER-5-0215-39

PUB DATE 66

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.09 HC-\$0.56 14P.

DESCRIPTORS- \*ENRICHMENT EXPERIENCE, \*ENVIRONMENTAL INFLUENCES, \*INFANCY, \*INFANT BEHAVIOR, \*PERCEPTUAL MOTOR LEARNING, CAMBRIDGE, CHILD DEVELOPMENT, EARLY EXPERIENCE, PERCEPTUAL DEVELOPMENT, PSYCHOMOTOR SKILLS, TENNESBURY,

FINDINGS WERE REPORTED ON THE ROLE OF EXPERIENCE IN THE DEVELOPMENT OF THOSE SKILLS NECESSARY FOR VISUALLY DIRECTED REACHING. THE SKILLS INVOLVED WERE THE ORIENTING, ACCOMMODATING, AND PURSUIT RESPONSES OF THE EYES, ALL OF WHICH ARE ACHIEVED DURING THE FIRST HALF-YEAR OF LIFE. SEVERAL EXPERIMENTAL CHANGES WERE MADE TO THE ENVIRONMENT OF A GROUP OF INSTITUTIONALIZED INFANTS. THESE INCLUDED INCREASED HANDLING, ENRICHED VISUAL SURROUNDINGS, AND INCREASED MOTILITY. IT WAS FOUND THAT EARLY VISUAL-MOTOR DEVELOPMENT WAS REMARKABLY PLASTIC, OR MODIFIABLE BY THE EFFECTS OF THE EVENTS EXPERIENCED. THE ONSET OF HAND REGARD AND VISUALLY DIRECTED REACHING AND THE GROWTH OF VISUAL ATTENTIVENESS WERE SIGNIFICANTLY AFFECTED BY ENVIRONMENTAL MODIFICATION. IT WAS FOUND THAT THE INFANTS WHO HAD BEEN HANDLED FOR AN ADDITIONAL 20 MINUTES EACH DAY FROM DAY 6

THROUGH DAY 36 TESTED SIGNIFICANTLY HIGHER ON VISUAL ATTENTION DURING DAYS 37 THROUGH 152. THE AUTHORS CONCLUDED THAT THE AGE RANGE FROM 1 1/2 TO 5 MONTHS IS A TIME OF ENORMOUS IMPORTANCE FOR EARLY PERCEPTUAL-MOTOR DEVELOPMENT. THIS PAPER WAS COMPILED IN LARGE PART FROM AN ORAL PRESENTATION TO THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE, CLEVELAND, DECEMBER 1963. IT IS PUBLISHED IN THE BOOK, "CAUSES OF BEHAVIOR--READINGS IN CHILD DEVELOPMENT AND EDUCATIONAL PSYCHOLOGY," 2ND EDITION, ALLYN AND BACON, 1966. (ALJ)

ED 011 340

24

COMPREHENSIVE VOCATIONALLY ORIENTED PSYCHOTHERAPY FOR ADOLESCENT DELINQUENT BOYS--A FOLLOW-UP STUDY.

BY- SHORE, MILTON F. MASSIMO, JOSEPH L.

REPORT NUMBER BR-5-0215-40

PUB DATE JUL 66

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.09 HC-\$0.40 10P.

DESCRIPTORS- \*DELINQUENT REHABILITATION, \*FOLLOWUP STUDIES, \*PERSONALITY CHANGE, \*PSYCHOTHERAPY, \*VOCATIONAL COUNSELING, ACADEMIC ACHIEVEMENT, ADOLESCENTS, AGGRESSION, ANTI SOCIAL BEHAVIOR, BEHAVIOR DEVELOPMENT, CAMBRIDGE, DELINQUENTS, DROPOUTS, MALES, METROPOLITAN ACHIEVEMENT TEST, RESEARCH AND DEVELOPMENT CENTERS, SELF CONCEPT.

THIS ARTICLE REPORTED A 2- AND 3-YEAR FOLLOWUP STUDY OF 20 DELINQUENT MALE DROPOUTS, HALF OF WHOM RECEIVED 10 MONTHS OF A COMPREHENSIVE, VOCATIONALLY ORIENTED PSYCHOTHERAPY PROGRAM, HALF OF WHOM DID NOT. METROPOLITAN ACHIEVEMENT TESTS AND THEMATIC STORIES WERE USED IN ASSESSMENTS. A SHORT INTERVIEW OBTAINED DATA ON JOB HISTORY, LEGAL AND MARITAL STATUS, AND EDUCATION SINCE THE END OF TREATMENT. THE BOYS WERE EVALUATED IN TERMS OF ACADEMIC LEARNING, SELF-IMAGE, CONTROL OF AGGRESSION, AND ATTITUDE TOWARD AUTHORITY. THE TREATED GROUP CONTINUED TO SHOW MAJOR IMPROVEMENT IN ALL AREAS OF EGO FUNCTIONING AS SEEN IN ACADEMIC LEARNING, PERSONALITY ATTITUDE, AND OVERT BEHAVIOR. IT APPEARED THAT THE RATE OF IMPROVEMENT TENDED TO DECREASE AFTER THE TERMINATION OF FORMAL PSYCHOTHERAPY. A SMALL MINORITY OF THE CONTROL GROUP BEGAN TO SHOW SOME IMPROVEMENT IN EGO FUNCTIONING. THIS WAS ATTRIBUTED TO THE PASSING OF ADOLESCENCE, WHICH MAY HAVE REDUCED SOME OF THE INTENSITY OF THEIR ANTISOCIAL BEHAVIOR. MOST OF THE UNTREATED BOYS DEMONSTRATED MARKED AND CONTINUED DETERIORATION OVER TIME. SOME WERE SERVING PRISON SENTENCES AS ADULT CRIMINALS. THE AUTHORS CONCLUDED THAT THE PSYCHOTHERAPEUTIC APPROACH HAD BROUGHT ABOUT BASIC PERSONALITY CHANGES DURING THE TREATMENT PERIOD AND HELPED TO INITIATE A PROCESS WHEREBY THE DELINQUENT COULD CONTINUE ON HIS OWN IN GROWING AND ADAPTING TO THE WORLD. THIS ARTICLE IS A REPRINT FROM THE "AMERICAN JOURNAL OF ORTHOPSYCHIATRY," VOLUME 36, NUMBER 4, JULY 1966. (JH)

ED 011 341

24

CASE STUDIES OF CHILDREN'S THINKING ABOUT SOCIAL PHENOMENA.

BY- GRANNIS, JOSEPH C.

HARVARD UNIV., CAMBRIDGE, MASS.

REPORT NUMBER ER-5-0215-41

PUB DATE FEB 67

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.27 HC-\$5.00 147P.



DESCRIPTORS- \*CASE STUDIES (EDUCATION), \*COGNITIVE DEVELOPMENT, \*LEARNING PROCESSES, \*SOCIAL STUDIES, \*THOUGHT PROCESSES, CAMBRIDGE, EDUCATIONAL RESEARCH, GRADE 6, LAW INSTRUCTION, NEGRO STUDENTS, RESEARCH AND DEVELOPMENT CENTERS, STUDENT ATTITUDES,

THE RELATIONSHIP BETWEEN THE LEARNING OF LAW BY INDIVIDUAL CHILDREN IN A SOCIAL STUDIES SETTING AND THE THINKING THEY BROUGHT TO THE INSTRUCTIONAL SITUATION WAS EXPLORED. ASPECTS OF CIVIL LAW AND THE LITIGATION PROCESS WERE TAUGHT AND STUDIED FOR 20 HOURS IN TWO SIXTH-GRADE CLASSES. FIVE CHILDREN IN EACH CLASS HAD BEEN SELECTED IN ADVANCE FOR INTENSIVE CASE STUDY. TESTS, INTERVIEWS, AND OBSERVATIONS WERE CONDUCTED BEFORE, DURING, AND AFTER THE LAW INSTRUCTION. IN THIS REPORT, THE CASE STUDIES OF TWO NEGRO BOYS FROM INTACT, LOWER MIDDLE-CLASS FAMILIES WERE PRESENTED. THE BOYS WERE COMPARED ON CREATIVE THINKING, ABSTRACT THINKING, AND COGNITIVE APPROACHES TO PROBLEMS INVOLVING LAW. THE BOYS' PERFORMANCE ON NONLAW PROBLEMS, BOTH SOCIAL AND NATURAL, WERE ALSO STUDIED. THE REPORT DISCUSSED THE CHILDREN'S THINKING IN TERMS OF THE INFLUENCE OF PERSONAL CONCEPTIONS OF THE INTERPRETATION OF THE INSTRUCTIONAL MATERIAL AND THE RELATIONSHIP OF COGNITIVE DEVELOPMENT TO SOCIAL STUDIES THINKING. THE AUTHOR CONCLUDED THAT (1) THE STUDY PROVIDED NO ANSWER TO THE QUESTION OF HOW A CHILD'S BASIC CONCEPTIONS LIMITED OR FACILITATED THE ACQUISITION OF SPECIFIC INFORMATION AND MEANINGS, AND (2) LEARNING OR "THE RECONSTRUCTION OF A CHILD'S THINKING" MUST CONSIST OF COMPLEMENTING WHAT EACH CHILD HAS IN THE WAY OF STYLE AND BASIC CONCEPTIONS. (6C)

ED 011 342

24

THE UNIVERSITY AND THE STATE--A COMPARATIVE STUDY.

BY- MCCONNELL, T.R.

REPORT NUMBER ER-5-0248-1

PUB DATE 14 JUL 66

CONTRACT OEC-6-10-106

EDRS PRICE MF-\$0.09 HC-\$1.52 36P.

DESCRIPTORS- \*HIGHER EDUCATION, \*POLITICAL POWER, \*PUBLIC EDUCATION, \*STATE LEGISLATION, \*UNIVERSITY ADMINISTRATION, BERKELEY, CANADA, COLLEGE ADMINISTRATION, COLLEGE FACULTY, COLLEGE ROLE, COLLEGES, COMPARATIVE ANALYSIS, EDUCATIONAL FINANCE, EDUCATIONAL POLICY, EDUCATIONAL QUALITY, GREAT BRITAIN, PUBLIC OPINION, RESEARCH AND DEVELOPMENT CENTERS, STATE FEDERAL SUPPORT, STATE GOVERNMENT, UNIVERSITIES,

THE POLITICAL INFLUENCES IMPOSED ON BOTH PUBLIC AND PRIVATE INSTITUTIONS OF HIGHER EDUCATION IN THE UNITED STATES WERE DISCUSSED. FROM PERSONAL EXPERIENCE, THE AUTHOR CONCLUDED THAT BOTH TYPES OF INSTITUTION ARE SUBJECT TO PRESSURE FROM POWERFUL, OFTEN SUBTLE, EXTERNAL FORCES, ALTHOUGH THE FORM AND ORIGIN OF ENCROACHMENT MIGHT DIFFER. SOME OF THE WAYS PRESSURES ARE EXERTED WERE DESCRIBED, AND A NUMBER OF SUGGESTIONS WERE MADE (1) FOR CHANGES IN THE SELECTION OF MEMBERS OF THE GOVERNING BOARDS OF COLLEGES, (2) FOR REDUCTION OF CONTROLS EXERCISED OVER THE PUBLIC FUNDS APPROPRIATED FOR UNIVERSITY OPERATION, (3) FOR DETERMINATION, BY THE COLLEGE, OF THE SOCIAL NEEDS IT WILL CHOOSE TO FILL, AND (4) FOR COOPERATION AMONG INSTITUTIONS WITHIN A STATE IN INTERRELATED EDUCATIONAL NETWORKS. PROBLEMS OF PLANNING, COORDINATION, GOVERNMENTAL INFLUENCE, AND PUBLIC ACCOUNTABILITY THAT HAVE DEVELOPED IN THE HIGHER EDUCATION OF

BOTH GREAT BRITAIN AND CANADA WERE ALSO PRESENTED. THIS PAPER WAS PREPARED FOR THE CONFERENCE ON "CAMPUS AND CAPITOL," BERKELEY, JULY 14, 1966. (AL)

ED 011 343

24

ORGANIZATION TYPES AND ROLE STRAINS--AN EXPERIMENTAL STUDY OF COMPLEX ORGANIZATIONS.

BY- PALOLI, ERNEST G.

CALIFORNIA UNIV., BERKELEY, CTR.FOR R AND D IN ED

REPORT NUMBER ER-5-0248-2

PUB DATE JAN 67

CONTRACT OEC-6-10-106

EDRS PRICE MF-\$0.09 HC-\$0.72 18P.

DESCRIPTORS- \*ADMINISTRATIVE ORGANIZATION, \*ORGANIZATION, \*ORGANIZATIONAL CLIMATE, \*ROLE CONFLICT, \*WORK ATTITUDES, BERKELEY, HORIZONTAL ORGANIZATION, POWER STRUCTURE, RESEARCH AND DEVELOPMENT CENTERS, SCIENCE LABORATORIES, STIMULATED ENVIRONMENT, VERTICAL ORGANIZATION,

AN INVESTIGATION WAS MADE ON THE RELATIONSHIP BETWEEN CONTRASTING ORGANIZATIONAL TYPES CREATED IN THE LABORATORY SETTING AND THE DISTRIBUTION OF THREE TYPES OF ROLE STRAINS--ROLE UNCERTAINTY, ROLE DISPARITY, AND ROLE INCOMPATIBILITY. THE TWO ORGANIZATION TYPES STUDIED DIFFERED IN DEGREE OF SPECIALIZATION, EMPHASIS ON RULES AND REGULATIONS, AMOUNT OF WORK PRESSURE, NUMBER OF FORMAL ADMINISTRATIVE LEVELS, CLARITY OF GOALS, DIFFERENTIALS IN INFLUENCE-AUTHORITY-POWER, AND AMOUNT OF INDIVIDUAL FREEDOM. INITIALLY, THE TWO LABORATORY WORK ORGANIZATIONS HAD IDENTICAL STRUCTURES, BUT AFTER A SPECIFIED TIME, ONE OF THE STRUCTURES WAS EXPERIMENTALLY CHANGED TO A CONTRASTING TYPE. EACH LABORATORY UNIT EMPLOYED 10 PERSONS, ONE OF WHOM WAS DESIGNATED AS THE UNIT SUPERVISOR. TWO WORK TEAMS WERE DEVELOPED WITHIN EACH OF THE TWO UNITS. THE LABORATORY EXPERIMENT LASTED FOR 20 WORKING DAYS. FOUR SOURCES OF DATA WERE USED--(1) QUESTIONNAIRES, (2) RECORDINGS MADE BY "NAIVE" OBSERVERS THROUGH A ONE-WAY MIRROR, (3) DAILY INTERVIEWS WITH PARTICIPANT-OBSERVERS, AND (4) THE PROJECT DIRECTOR'S DAILY LOG OF HIS OBSERVATIONS. IT WAS HYPOTHEZIZED THAT ROLE UNCERTAINTY AND ROLE DISPARITY WOULD BE MORE FREQUENT IN A RELATIVELY UNSTRUCTURED ORGANIZATION, WHILE ROLE INCOMPATIBILITY WOULD BE MORE FREQUENT IN A MORE HIGHLY STRUCTURED ORGANIZATION. SOME SUPPORT WAS FOUND FOR THESE HYPOTHESES. FURTHERMORE, IT WAS OBSERVED THAT EMPHASIS ON WORK RULES WAS MORE DIRECTLY ASSOCIATED WITH THE FREQUENCY OF ROLE INCOMPATIBILITY THAN ANY OTHER ORGANIZATIONAL FEATURE, AND THAT STRATIFICATION EMPHASIS AND TYPE OF SUPERVISION WERE CLOSELY RELATED TO THE APPEARANCE OF EACH ROLE STRAIN. THIS PAPER IS A REPRINT FROM "SOCIOLOGY AND SOCIAL RESEARCH," VOLUME 51, NUMBER 2, JANUARY 1967. (JH)

ED 011 344

24

TREATING DIVERSE MEASURES OF ABILITY IN INSTITUTIONAL RESEARCH.

BY- RALEY, WILLIAM L.

CALIFORNIA UNIV., BERKELEY, CTR.FOR R AND D IN ED

REPORT NUMBER ER-5-0248-3

PUB DATE OCT 66

CONTRACT OEC-6-10-106

EDRS PRICE MF-\$0.09 HC-\$0.28 7P.

DESCRIPTORS- \*ABILITY, \*ABILITY GROUPING, \*EQUATED SCORES, \*RATING SCALES, \*STATISTICAL ANALYSIS, \*TEST RESULTS,

BERKELEY, COMPARATIVE STATISTICS, RESEARCH AND DEVELOPMENT CENTERS, STATISTICAL DATA, TEST INTERPRETATION, TESTS OF SIGNIFICANCE,

A DISCUSSION WAS PRESENTED ON THE PROCEDURES OF EQUATING DIVERSE ABILITY SCORES OBTAINED BY DIFFERENT SCALED MEASURES. THE AUTHOR INDICATED THE NECESSITY OF EQUATING SUCH SCORES WHEN ABILITY IS TO BE TREATED AS A SINGLE INDEPENDENT VARIABLE IN SIGNIFICANCE TESTS AND IN COMPARATIVE ANALYSES OF DICHOTOMIZED GROUPS. A NEW RATIONALE FOR EQUATING ABILITY SCORES WAS DESCRIBED. IT WAS DESIGNED FOR A FORTHCOMING NATIONAL STUDY OF COMMUNITY COLLEGES TO MEET A SITUATION WHERE 10 DIFFERENT ABILITY TESTS WERE REPORTED BY THE PARTICIPATING INSTITUTIONS. THE RATIONALE SHOWED THAT ALL RAW ABILITY SCORES WOULD BE TRANSFORMED INTO PERCENTILES, OBTAINED FROM PUBLISHED NATIONAL NORMS FOR 13TH-GRADE COMBINED SEXES. AFTER PERCENTILES WERE OBTAINED, A CHART WAS PREPARED WHICH PERMITTED ASSIGNMENT OF ANY PERCENTILE TO AN APPROPRIATE STANINE, A SEGMENT OF A SCALE OF NINE. THESE STANINES WERE THEN CODED AS HIGH ABILITY, MIDDLE ABILITY, AND LOW ABILITY. THE HIGH-LOW GROUPING THAT RESULTED INCLUDED 23 PERCENT AT EACH END OF THE DISTRIBUTION. (JH)

ED 011 345

24

AN EXPLORATORY INVESTIGATION OF SELECTED STUDENT TYPES AT THREE UNIVERSITY OF CALIFORNIA CAMPUSES, A PRELIMINARY REPORT.

BY- MCKE, KATHLEEN AND OTHERS

CALIFORNIA UNIV., BERKELEY, CTR. FOR R AND D IN ED

REPORT NUMBER DR-5-0248-4

PUB DATE OCT 66

CONTRACT OEC-6-10-106

EDRS PRICE MF-\$0.10 HC-\$4.12 103P.

DESCRIPTORS- \*COLLEGE STUDENTS, \*DROPOUT RESEARCH, \*STUDENT CHARACTERISTICS, \*STUDENT RESEARCH, \*UNIVERSITIES, ABILITY, ACADEMIC APTITUDE, ASPIRATION, BACKGROUND, BERKELEY, COMPARATIVE ANALYSIS, DAVIS, HIGHER EDUCATION, LOS ANGELES, RESEARCH AND DEVELOPMENT CENTERS, SANTA BARBARA, STUDENT ATTITUDES, UNIVERSITY OF CALIFORNIA,

A CONCERN OVER THE LOSS OF POTENTIALLY CAPABLE STUDENTS LED RESEARCH PERSONNEL ON THE DAVIS, LOS ANGELES, AND SANTA BARBARA CAMPUSES OF THE UNIVERSITY OF CALIFORNIA TO JOIN FORCES IN A STUDY TO IDENTIFY WAYS FOR ACCOMMODATING THE VARIOUS TYPES OF STUDENTS ADMITTED TO THE THREE SCHOOLS. A 2-YEAR PROJECT WAS PLANNED. THIS INTERIM REPORT COVERED A 1-YEAR ASSESSMENT OF SAMPLES FROM THE THREE COLLEGES. THE MAJOR DATA WERE DRAWN FROM AN EXTENSIVE QUESTIONNAIRE, INCLUDING INFORMATION ABOUT THE STUDENTS' BACKGROUND CHARACTERISTICS, ASPIRATIONS, AND ATTITUDES. APTITUDE DATA AND SCORES ON A PERSONALITY INVENTORY WERE ALSO INCLUDED IN THE FIRST-YEAR ANALYSIS. BASED ON THESE VARIOUS DATA, THE REPORT DESCRIBED THE FRESHMAN STUDENT BODIES ON EACH CAMPUS AND DIFFERENTIATED THEM WITHIN AND AMONG THE CAMPUSES. THE SAMPLE GROUPS USED IN THE STUDY REPRESENTED 74 PERCENT OF THE DAVIS FRESHMEN, 75 PERCENT AT SANTA BARBARA, AND 40 PERCENT AT LOS ANGELES. NO ATTEMPT WAS MADE IN THE INTERIM PERIOD OF STUDY TO ESTABLISH IMPLICATIONS OR CONCLUSIONS. (JH)

ED 011 346

24

THE "FREE SPEECH" CRISES AT BERKELEY, 1964-1965--SOME ISSUES FOR SOCIAL AND LEGAL RESEARCH.

BY- LUNSFORD, TERRY F.

CALIFORNIA UNIV., BERKELEY, CTR. FOR R AND D IN ED

REPORT NUMBER DR-5-0248-5

PUB DATE

DEC 65

CALIFORNIA UNIV., BERKELEY, CTR. FOR STUDY OF LAW

CONTRACT OEC-6-10-106

EDRS PRICE MF-\$0.27 HC-\$7.52 186P.

DESCRIPTORS- \*LEGAL PROBLEMS, \*ORGANIZATIONAL CLIMATE, \*RESEARCH PROJECTS, \*SOCIAL INFLUENCES, \*STUDENT ACTIVISM, \*UNIVERSITIES, BERKELEY, BIBLIOGRAPHIES, COURT LITIGATION, EQUAL PROTECTION, LEGAL RESPONSIBILITY, LEGAL SEGREGATION, POLICE ACTION, POLICE SCHOOL RELATIONSHIP, POLICY FORMATION, RESEARCH AND DEVELOPMENT CENTERS, STUDENT ATTITUDES,

AN EXAMINATION WAS MADE OF THE ISSUES AND EVENTS OF THE "FREE SPEECH" CRISES ON THE BERKELEY CAMPUS OF THE UNIVERSITY OF CALIFORNIA IN AN ATTEMPT TO PROVIDE THE BASIS FOR MORE SYSTEMATIC AND DISPASSIONATE STUDY OF CERTAIN ISSUES BEHIND THE STUDENT PROTESTS, AND TO STIMULATE SOCIAL AND LEGAL RESEARCH ON THESE ISSUES. FOLLOWING AN INTRODUCTION THE AUTHOR PRESENTED A BRIEF CHRONOLOGY OF SIGNIFICANT EVENTS DURING THE 1964-65 ACADEMIC YEAR. HE THEN DEALT WITH THE PROBLEM OF RESTRICTION OF EXPRESSION ON THE BERKELEY CAMPUS. QUESTIONS OF POLICY AND QUESTIONS OF LAW WERE TWO FACETS OF THIS PROBLEM THAT WERE EMPHASIZED. FINALLY, THE AUTHOR DISCUSSED RESEARCH DIRECTIONS AND RAISED FURTHER ISSUES WHICH DERIVE FROM THE TWO BROAD SOCIOLOGICAL PERSPECTIVES OF ORGANIZATIONAL ANALYSIS AND SOCIOLEGAL ISSUES. A BIBLIOGRAPHY CONCERNING THE BERKELEY STUDENT PROTESTS WAS ATTACHED TO THE REPORT. (GD)

ED 011 347

24

STATE LEVEL GOVERNANCE OF CALIFORNIA JUNIOR COLLEGES.

BY- MEDSKER, LELAND L. CLARK, GEORGE W.

CALIFORNIA STATE COORD. COUNCIL FOR HIGHER EDUC.

REPORT NUMBER DR-5-0248-6

PUB DATE

AUG 66

CONTRACT OEC-6-10-106

EDRS PRICE MF-\$0.10 HC-\$4.36 109P.

DESCRIPTORS- \*ADMINISTRATIVE CHANGE, \*JUNIOR COLLEGES, \*ORGANIZATIONAL CHANGE, \*STATE BOARDS, \*STATE GOVERNMENT, ADMINISTRATIVE AGENCIES, ADMINISTRATIVE ORGANIZATION, BERKELEY, GOVERNMENT (ADMINISTRATIVE BODY), RESEARCH AND DEVELOPMENT CENTERS,

AN ASSESSMENT WAS MADE OF THE NEED FOR AND IMPLICATIONS OF ESTABLISHING A STATE BOARD FOR THE JUNIOR COLLEGES OF CALIFORNIA. WHILE CONCERNED PRIMARILY WITH THE QUESTION OF THE ADVISABILITY OF ESTABLISHING SUCH AN AGENCY, THE INVESTIGATORS ALSO DEALT WITH (1) THE COMPOSITION, DUTIES, POWERS, AND RESPONSIBILITIES OF SUCH A BOARD, (2) STATUTORY AND FISCAL IMPLICATIONS, AND (3) MEANS FOR INSURING THAT SUCH A CHANGE WOULD NOT ENDANGER THE PRESENT SYSTEM OF JOINT LOCAL-STATE GOVERNANCE. EXTENSIVE INTERVIEWS WERE CONDUCTED, AND AN OPINION QUESTIONNAIRE WAS ADMINISTERED TO FACULTY MEMBERS, ADMINISTRATORS, AND TRUSTEES OF JUNIOR COLLEGES IN CALIFORNIA. STUDIES WERE ALSO MADE OF JUNIOR-COLLEGE GOVERNANCE PATTERNS IN ILLINOIS, FLORIDA, ARIZONA, AND MICHIGAN. IT WAS CONCLUDED THAT A STATE BOARD SHOULD BE CREATED AND THAT, WITH SUFFICIENTLY BROAD AND GENERAL POWERS, IT COULD EFFECTIVELY COORDINATE JUNIOR COLLEGE PROGRAMS. (GD)

## ED 011 348

24

THE CENTER FOR RESEARCH AND DEVELOPMENT IN HIGHER EDUCATION.  
ANNUAL REPORT, 1965-1966.  
CALIFORNIA UNIV., BERKELEY, CTR. FOR R AND D IN ED  
REPORT NUMBER DR-5-0248-7 PUB DATE 66  
CONTRACT OEC-6-10-106  
EDRS PRICE MF-\$0.09 HC-\$1.16 29P.

DESCRIPTORS- \*EDUCATIONAL RESEARCH, \*HIGHER EDUCATION,  
\*RESEARCH AND DEVELOPMENT CENTERS, \*RESEARCH PROJECTS,  
\*RESEARCH SPECIALISTS (EDUCATION), BERKELEY, INFORMATION  
DISSEMINATION, PUBLICATIONS, RESEARCH OPPORTUNITIES;

INFORMATION IS PRESENTED ON THE ACTIVITIES OF THE CENTER FOR RESEARCH AND DEVELOPMENT IN HIGHER EDUCATION FOR THE YEAR 1965-66. THE ORIGINAL CENTER FOR THE STUDY OF HIGHER EDUCATION HAS BEEN MERGED INTO A PROJECT SUPPORTED BY A CONTRACT WITH THE U.S. OFFICE OF EDUCATION TO FORM THE CENTER FOR RESEARCH AND DEVELOPMENT IN HIGHER EDUCATION. FROM CONCENTRATION ON A MODEST PROGRAM OF STUDIES, THE CENTER'S FUNCTION HAS BEEN ENLARGED TO INCLUDE A WIDE-RANGING EXAMINATION OF HIGHER EDUCATION AND A PROGRAM TO DEVELOP AND TRANSMIT ITS FINDINGS FOR APPLICATION, TRIAL, AND USE BY THE EDUCATIONAL COMMUNITY. THE BASIC PURPOSE OF THE CENTER IS TO ASSIST INDIVIDUALS AND ORGANIZATIONS RESPONSIBLE FOR AMERICAN HIGHER EDUCATION TO IMPROVE THE QUALITY, EFFICIENCY, AND AVAILABILITY OF EDUCATION BEYOND THE HIGH SCHOOL. RESEARCH ACTIVITIES IN PROGRESS OR COMPLETED ARE LISTED BY SUPPORTING AGENCIES, WHICH INCLUDE VARIOUS PRIVATE FUNDING AGENCIES. IN ADDITION, CENTER-PERSONNEL PUBLICATIONS AND PROFESSIONAL ACTIVITIES ARE LISTED. (AL)

## ED 011 349

24

BIG CITY DROPOUTS AND ILLITERATES.  
BY- DENTLER, ROBERT A. WARSHAUER, MARY E.  
CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.  
REPORT NUMBER DR-5-0251 PUB DATE 65  
CONTRACT OEC-6-10-083  
EDRS PRICE MF-\$0.27 HC-\$5.64 141P.

DESCRIPTORS- \*DROPOUT RATE, \*LITERACY, \*NATIONAL DEMOGRAPHY,  
\*URBAN AREAS, \*URBAN DROPOUTS, CENSUS FIGURES, ECONOMIC  
FACTORS, ECONOMIC OPPORTUNITIES, METROPOLITAN AREAS, NEW YORK  
CITY, RESEARCH AND DEVELOPMENT CENTERS, SOCIAL INFLUENCES,  
URBAN YOUTH.

THE DIFFERENCES BETWEEN DROPOUTS AND ADULT ILLITERATES IN 131 OF THE LARGEST CITIES IN THE UNITED STATES WERE COMPARED TO SEE IF THESE DIFFERENCES WERE ASSOCIATED WITH SELECTED FEATURES OF THE LOCAL ECONOMIES AND SOCIAL STRUCTURES. AS A PART OF THE STUDY, A COMPARATIVE ANALYSIS WAS MADE OF THE EFFECTS OF VARIOUS PROGRAMS TO PREVENT OR TO REHABILITATE DROPOUTS AND ILLITERATES. THE METROPOLITAN COMMUNITIES WERE RANKED IN TERMS OF THEIR PRODUCTION OF HIGH SCHOOL DROPOUTS AND ILLITERATES. THE RANKING INVOLVED CONSIDERATIONS OF THE ECONOMIC, DEMOGRAPHIC, AND OTHER SOCIAL DIFFERENCES BETWEEN THE CITIES. THE INVESTIGATORS SOUGHT TO ANSWER THREE RELATED QUESTIONS--(1) CAN INDICATORS OF THE RELATIVE PERFORMANCE OF BIG CITIES WITH RESPECT TO DROPOUT AND LITERACY PATTERNS BE DEVISED, (2) WHEN DIFFERENCES DUE TO SOCIAL AND ECONOMIC BACKGROUND CONDITIONS ARE HELD CONSTANT STATISTICALLY, WHAT ARE THE CORRELATES OF HIGH SCHOOL

WITHDRAWAL AND ADULT FUNCTIONAL ILLITERACY, AND (3) HOW ARE EFFORTS TO DEVELOP EDUCATIONAL OR SOCIAL PROGRAMS RELATED TO COMMUNITY CHARACTERISTICS. THE INVESTIGATORS CONCLUDED THAT NATIONAL AND STATE ECONOMIC POLICIES, INCLUDING PROGRAMS OF SOCIAL INSURANCE, MAY BE OF SUBSTANTIAL IMPORTANCE IN FOSTERING INCREASED EDUCATIONAL ATTAINMENT, WHILE SCHOOL AND WELFARE PROGRAMS THAT ATTEMPT TO DEAL DIRECTLY WITH DROPOUT PREVENTION OR LITERACY ARE IRRELEVANT, IF NOT FUTILE. THIS REPORT WAS PUBLISHED BY THE CENTER FOR URBAN EDUCATION, NEW YORK, FOR \$3.00. (AL)

## ED 011 350

24

CURRICULUM DEVELOPMENT THROUGH SCHOOL AND UNIVERSITY COLLABORATION. THE PITTSBURGH CURRICULUM CONTINUITY DEMONSTRATION, 4.  
BY- GOW, J. STEELE, JR. AND OTHERS  
PITTSBURGH UNIV., PA., LEARNING RES. AND DEV. CTR.  
REPORT NUMBER DR-5-0253-4 PUB DATE 65  
CONTRACT OEC-4-10-158  
EDRS PRICE MF-\$0.10 HC-\$3.64 91P.

DESCRIPTORS- \*ACADEMIC ENRICHMENT, \*CURRICULUM DEVELOPMENT,  
\*DEMONSTRATION PROGRAMS, \*INSTRUCTIONAL DESIGN,  
\*INSTRUCTIONAL MATERIALS, ABLE STUDENTS, COLLEGE HIGH SCHOOL  
COOPERATION, EDUCATIONAL STRATEGIES, INTERAGENCY  
COORDINATION, PITTSBURGH, PROGRAM EVALUATION, RESEARCH AND  
DEVELOPMENT CENTERS.

A REPORT WAS MADE OF A 5-YEAR EFFORT TO FILL THE NEED FOR GREATER CURRICULUM CONTINUITY IN THE STUDENT'S TOTAL FORMAL EDUCATION. EVERY SEGMENT OF THE EDUCATIONAL CONTINUUM FROM KINDERGARTEN TO COLLEGE RECEIVED ATTENTION. CURRICULUMS IN ENGLISH AND READING, THE NATURAL AND SOCIAL SCIENCES, MATHEMATICS, AND FOREIGN LANGUAGE WERE ANALYZED AND REVISED. FIELD TESTED AND EVALUATED, DEMONSTRATED, AND DISSEMINATED. INVESTIGATIONS OF STUDENT PROGRESSION PRACTICES, INTERLEVEL AND INTERINSTITUTIONAL COLLABORATION, AND VARIOUS ORGANIZATIONAL STRUCTURES AND OPERATING PROCEDURES WERE MADE FOR IMPROVING THE QUALITY OF EDUCATION IN A CITY AND REGION. THE HISTORY OF THE PLANNING, FUNDING, STAFFING, AND IMPLEMENTING STAGES WAS DISCUSSED IN DETAIL. THE COURSE MATERIALS DEVELOPED CONSISTED OF MIMEOGRAPHED COURSE SYLLABUSES, STUDY GUIDES, PATTERN DRILLS, READINGS, AND OTHER INSTRUCTIONAL MATERIALS FOR USE WITH ACADEMICALLY ABLE STUDENTS. MODIFICATION OF PROFESSIONAL AND INSTITUTIONAL BEHAVIOR THROUGH SUCH EFFORTS AS DISSEMINATION AND ELABORATION WAS ANALYZED. SUCCESSSES AND SHORTCOMINGS OF THE CURRICULUM CONTINUITY DEMONSTRATION WERE DETAILED IN THE APPRAISAL SECTION. (6C)

## ED 011 351

95

THE FIRST THREE YEARS OF AERJ.  
BY- STANLEY, JULIAN C.

EDRS PRICE MF-\$0.09 HC-\$0.36 9P.

PUB DATE 67

DESCRIPTORS- \*EDUCATIONAL PSYCHOLOGY, AMERICAN EDUCATIONAL  
RESEARCH JOURNAL, \*EDUCATIONAL RESEARCH, \*RESEARCHERS,  
\*SCHOLARLY JOURNALS.

AN ANALYSIS WAS GIVEN OF THE INTELLECTUAL HERITAGE OF THE "AMERICAN EDUCATIONAL RESEARCH JOURNAL" (AERJ) AS



REVEALED BY THE CONTENT OF THE 80 ARTICLES THAT APPEARED IN THE 12 ISSUES OF ITS FIRST 3 YEARS OF PUBLICATION. IN STATISTICAL TERMS, THE INVESTIGATOR PRESENTED THE RESULTS OF THE FOLLOWING ANALYSES--THE NUMBER OF ARTICLES CITING REFERENCES, THE NUMBER OF REFERENCES TO AN AUTHOR'S OWN PUBLISHED ARTICLES AND TO AN AUTHOR'S OWN PUBLISHED BOOKS, THE NUMBER OF REFERENCES TO BOOKS BY OTHER AUTHORS, THE NUMBER OF REFERENCES TO AN AUTHOR'S UNPUBLISHED ARTICLES AND TO OTHER UNPUBLISHED ARTICLES, THE JOURNALS MOST FREQUENTLY REFERENCED, THE PROFESSIONAL AFFILIATIONS OF THE AUTHORS, AND THE NUMBER OF ARTICLES BY ONE, TWO, OR THREE AUTHORS. AN ANALYSIS SHOWED THAT THE PERIODICAL MOST REFERENCED WAS THE "JOURNAL OF EDUCATIONAL PSYCHOLOGY" WITH ABOUT 16 PERCENT OF THE REFERENCES. A LITTLE MORE THAN HALF OF THE ARTICLES HAD ONE AUTHOR, AND SIX OF THE 80 HAD THREE AUTHORS. OF THE 74 SENIOR AUTHORS, 88 PERCENT WERE MEMBERS OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION. THE INVESTIGATOR SUGGESTED THAT THE AERJ IS IN DIRECT COMPETITION WITH THE "JOURNAL OF EDUCATIONAL PSYCHOLOGY," AND OBSERVED THAT IN ITS FIRST 3 YEARS, AERJ HAD SERVED CHIEFLY AS A PUBLICATION OUTLET FOR EDUCATIONAL PSYCHOLOGISTS AND SPECIALISTS IN EDUCATIONAL MEASUREMENT. A CONDENSED VERSION OF THIS PAPER WAS PUBLISHED IN "EDUCATIONAL RESEARCHER," VOLUME 10, NUMBER 4, JULY 1967. (AL)

ED 011 352

AC 000 015

PROGRAM PLANNING AND PROGRAM EFFECTIVENESS IN UNIVERSITY RESIDENTIAL CENTERS.  
BY- WELDEN, J. EUGENE  
CHICAGO UNIV., ILL.

PUB DATE JUN 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- #EVALUATION, #PARTICIPANT INVOLVEMENT, #PROGRAM EVALUATION, #PROGRAM PLANNING, #RESIDENTIAL CENTERS, CHICAGO, CONFERENCES, DOCTORAL THESES, EDUCATIONAL INTEREST, EDUCATIONAL NEEDS, EVALUATION TECHNIQUES, INTEREST TESTS, MEASUREMENT INSTRUMENTS, MOTIVATION, PARTICIPANT CHARACTERISTICS, PARTICIPANT SATISFACTION, RESEARCH, RESIDENTIAL PROGRAMS, STATISTICAL DATA, TABLES (DATA), UNIVERSITIES.

THE PURPOSE OF THIS STUDY WAS TO DETERMINE THE DIFFERENCES BETWEEN 22 CONFERENCES PLANNED WITHOUT PARTICIPATION REPRESENTATION AND 25 PLANNED WITH PARTICIPATION REPRESENTATION ON THREE MEASURES OF PROGRAM EFFECTIVENESS--(1) PARTICIPANTS' PERCEPTION OF PROGRAM RELEVANCE TO PERSONAL MOTIVES, (2) THEIR EXPRESSED SATISFACTION WITH THE PROGRAM, AND (3) THEIR EXPRESSED INTEREST IN CONTINUING EDUCATIVE ACTIVITY. A CONFERENCE EVALUATION FORM WAS CONSTRUCTED, PRETESTED, AND ADMINISTERED TO 1,026 MEN AND WOMEN ATTENDING CONFERENCES IN 1965 AT FIVE UNIVERSITY RESIDENTIAL CENTERS. THESE CONFERENCES WERE RANDOMLY DRAWN WITHIN THE TWO TYPES OF PLANNING. THE MAJORITY WERE DIRECTED TO INCREASING VOCATIONAL OR OCCUPATIONAL COMPETENCY. DEMOGRAPHIC FACTORS OF AGE (36-55), SEX (MOSTLY MEN), EDUCATIONAL LEVEL (MOSTLY COLLEGE GRADUATES), AND PREVIOUS ATTENDANCE AT CONFERENCES (59 PERCENT) SHOWED NO DIFFERENCES BETWEEN THE GROUPS OF PARTICIPANTS. FINDINGS SHOWED THAT PARTICIPANT PERCEPTION OF CONFERENCE RELEVANCE TO HIS PERSONAL MOTIVES AND HIS SATISFACTION WITH IT WERE GREATER IN CONFERENCES PLANNED WITH PARTICIPATION

REPRESENTATION. AN INTEREST INVENTORY DID NOT SHOW SIGNIFICANT DIFFERENCES BETWEEN THE TWO GROUPS. IT DID APPEAR, HOWEVER, THAT PROGRAMS PLANNED WITHOUT PARTICIPANT REPRESENTATION RANKED HIGHER ON ACQUISITION OF KNOWLEDGE, AND PROGRAMS PLANNED WITH REPRESENTATION RANKED HIGHER IN AN ASSOCIATIONAL-PARTICIPATION DIMENSION. THIS MATERIAL WAS SUBMITTED AS A DISSERTATION TO THE UNIVERSITY OF CHICAGO, 1966, 160 PAGES. (EB)

ED 011 353

AC 000 016

A STUDY OF THE EDUCATIONAL NEEDS OF ADULTS IN WYOMING, A STUDY OF POST-HIGH SCHOOL EDUCATIONAL PROGRAMS AND NEEDS IN WYOMING.

BY- O'DELL, EARL D. THOMPSON, JOHN T.  
WYOMING UNIV., LARAMIE, DIV. OF ADULT EDUC.

PUB DATE 66

EDRS PRICE MF-\$0.34 HC-\$14.72 368P.

DESCRIPTORS- #ADULT EDUCATION, #EDUCATIONAL NEEDS, #PARTICIPANT CHARACTERISTICS, #SURVEYS, #UNIVERSITY EXTENSION, EDUCATIONAL CHANGE, EDUCATIONAL OBJECTIVES, HIGHER EDUCATION, LARAMIE, MANPOWER DEVELOPMENT, PROGRAM EVALUATION, RESEARCH, SOCIAL CHANGE, SOCIOECONOMIC INFLUENCES, TABLES (DATA).

THIS IS THE REPORT, FROM THE ADULT EDUCATION DIVISION OF THE UNIVERSITY OF WYOMING, OF A SURVEY MADE IN 1965 OF ADULT EDUCATIONAL NEEDS IN THE STATE. THE PURPOSES OF THE STUDY WERE TO POINT UP POSSIBLE IMPROVEMENTS IN CURRENT EDUCATIONAL PROGRAMS AND TO PROVIDE A DESIGN FOR INTELLIGENT PLANNING FOR FUTURE NEEDS. FOUR MAJOR TASKS WERE UNDERTAKEN--(1) AN ANALYSIS OF SOCIAL AND ECONOMIC CONDITIONS WHICH INFLUENCE EDUCATION, (2) A DEFINITION OF THE ROLE, PURPOSES, FUNCTION, AND NEEDS OF HIGHER EDUCATION, (3) AN ANALYSIS AND APPRAISAL OF EXISTING PROGRAMS AND SERVICES OF POST-HIGH SCHOOL AND ADULT EDUCATION, AND (4) RECOMMENDATIONS FOR IMPROVEMENT. NUMEROUS TABLES AND FIGURES ARE INCLUDED. (PG)

ED 011 354

AC 000 021

ADULT BASIC EDUCATION, EVALUATION THROUGH RESEARCH.

BY- PEARCE, FRANK C.  
MODESTO JUNIOR COLL., CALIF.

REPORT NUMBER R-5

PUB DATE JUN 66

EDRS PRICE MF-\$0.09 HC-\$0.44 11P.

DESCRIPTORS- #ADULT BASIC EDUCATION, #EMPLOYMENT POTENTIAL, #PROGRAM EVALUATION, #UNEMPLOYED, ACADEMIC ACHIEVEMENT, CHANGING ATTITUDES, MANPOWER DEVELOPMENT AND TRAINING ACT, MODESTO, MULTIOCCUPATIONAL ADULT TRAINING PROJECT, NEW HOPE SCHOOL, PARTICIPANT CHARACTERISTICS, PREVOCATIONAL EDUCATION, RESEARCH, STANISLAUS COUNTY, TEACHER CHARACTERISTICS.

THIS IS AN EVALUATION REPORT ON THE EFFECTIVENESS OF THE ADULT BASIC EDUCATION PROGRAMS AT THE NEW HOPE SCHOOL INITIATED BY MODESTO JUNIOR COLLEGE UNDER THE AUSPICES OF THE MANPOWER DEVELOPMENT AND TRAINING ACT. EVALUATION MEASURES WERE ACADEMIC ACHIEVEMENT (TESTED ACADEMIC PROGRESS THROUGH VARIOUS EDUCATIONAL TESTS), ATTITUDE MODIFICATION RELATIVE TO INVOLVEMENT, DROPOUT PATTERNS, FOLLOWUP INFORMATION ON EMPLOYMENT AND JOB PERSISTENCE OF TRAINEES, STUDENT CHARACTERISTICS, TEACHER CHARACTERISTICS, AND EFFECTIVENESS OF TEACHING. THE FINDINGS INDICATED THAT THE MODESTO ADULT

TRAINING PROGRAMS WERE EFFECTIVE AND THAT PROGRESS WAS BEING MADE THROUGH THE ADULT BASIC PROGRAMS. (PG)

## ED 011 355

AC 000 052

FACTORS RELATED TO PARTICIPATION IN CONTINUING EDUCATION AMONG A SELECTED GROUP OF GRADUATE ENGINEERS.

BY- NIEGAND, RICHARD

FLORIDA ST. UNIV., TALLAHASSEE

PUB DATE MAY 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- \*ENGINEERS, \*PARTICIPANT CHARACTERISTICS, \*PARTICIPATION, \*PROFESSIONAL CONTINUING EDUCATION, AGE DIFFERENCES, CORRESPONDENCE STUDY, CREDIT COURSES, DOCTORAL THESES, EDUCATIONAL BACKGROUND, EMPLOYER ATTITUDES, ENVIRONMENT, GEORGIA INSTITUTE OF TECHNOLOGY, INCOME, INDEPENDENT STUDY, MARITAL STATUS, NONCREDIT COURSES, PROFESSIONAL ASSOCIATIONS, QUESTIONNAIRES, READING HABITS, RESEARCH, TALLAHASSEE.

FACTORS RELATED TO PARTICIPATION IN CONTINUING EDUCATION WERE EXPLORED BY A QUESTIONNAIRE ANSWERED BY 435 WORKING ENGINEERS, ALL GRADUATES OF THE GEORGIA INSTITUTE OF TECHNOLOGY, CLASSES 1940-63. INDEPENDENT VARIABLES WERE EDUCATIONAL BACKGROUND, JOB, GEOGRAPHY, AND PERSONAL CHARACTERISTICS. DEPENDENT VARIABLES WERE THE TYPES OF EDUCATIONAL ACTIVITIES THE ENGINEER MIGHT ATTEMPT--COURSE WORK, PROFESSIONAL ACTIVITIES, READING AND SELF-DIRECTED LEARNING, AND CORRESPONDENCE STUDY. JOB-RELATED FACTORS SEEMED TO DETERMINE PARTICIPATION TO THE GREATEST EXTENT, ALTHOUGH CERTAIN AGE-RELATED FACTORS, ANNUAL SALARY, AND MARITAL STATUS WERE ALSO FOUND TO BE OPERATIVE. YOUNGER MEN IN CITIES, WHO HAD BEEN AT THE TOP OF THEIR CLASSES, FAVORED COURSE WORK, WHILE OLDER MEN WERE OFTEN PARTICIPANTS IN THE ACTIVITIES OF SEVERAL PROFESSIONAL SOCIETIES. PARTICIPANTS IN READING AND SELF-DIRECTED LEARNING COULD NOT BE NEATLY DELINEATED BY THE FACTORS STUDIED. THE STUDY INCLUDED A LITERATURE REVIEW, STATISTICAL ANALYSES OF THE RELATIONSHIPS AMONG FACTORS, AND RECOMMENDATIONS FOR FURTHER RESEARCH. THIS DOCUMENT IS AVAILABLE FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICHIGAN (MICROFILM NUMBER 67-318). (PH)

## ED 011 356

AC 000 058

DROPOUT RATES.

BY- PEARCE, FRANK C.

MODESTO JUNIOR COLL., CALIF.

REPORT NUMBER RR-2.1

PUB DATE 14 JAN 66

EDRS PRICE MF-\$0.09 HC-\$0.60 17P.

DESCRIPTORS- \*ADULT DROPOUTS, \*ADULT VOCATIONAL EDUCATION, \*DROPOUT RATE, \*ENROLLMENT, ADULT BASIC EDUCATION, ATTENDANCE, BUSINESS EDUCATION, EDUCATIONAL INTEREST, HOME ECONOMICS EDUCATION, INVESTIGATIONS, MODESTO, MULTIOCCUPATIONAL ADULT TRAINING PROJECT, RETRAINING, STANISLAUS COUNTY, TABLES (DATA), TRADE AND INDUSTRIAL EDUCATION.

THIS REPORT PROVIDES A GENERAL PICTURE OF THE ENROLLMENT PATTERN FOR THE MODESTO MULTIOCCUPATIONAL PROJECT. TABLES GIVE DATA ON THE ACTIVE AND INACTIVE ENROLLMENT IN VOCATIONAL AND PREVOCATIONAL TRAINING PROGRAMS AND REASONS FOR DROPPING OUT OF THE PROGRAMS, THE MAIN REASONS BEING LACK OF PROGRESS,

LACK OF INTEREST, POOR ATTENDANCE, AND FAMILY PROBLEMS. DROPOUT RATES ARE GIVEN FOR INDIVIDUAL TRAINING PROGRAMS IN HOME ECONOMICS, TRADE AND INDUSTRIAL EDUCATION, BUSINESS, AND AGRICULTURAL EDUCATION. OVERALL DROPOUT RATES ARE SUMMARIZED. (PG)

## ED 011 357

AC 000 059

CONTINUING EMPLOYMENT THROUGH TRAINING.

BY- PEARCE, FRANK C.

MODESTO JUNIOR COLL., CALIF.

REPORT NUMBER R-7

PUB DATE OCT 66

EDRS PRICE MF-\$0.09 HC-\$1.52 38P.

DESCRIPTORS- \*ADULT VOCATIONAL EDUCATION, \*EMPLOYMENT PATTERNS, \*EMPLOYMENT POTENTIAL, \*EVALUATION, \*UNEMPLOYED, ADULT DROPOUTS, FARM OCCUPATIONS, FOLLOWUP STUDIES, INTERVIEWS, JOB PLACEMENT, MANPOWER DEVELOPMENT AND TRAINING ACT, MODESTO, MULTIOCCUPATIONAL ADULT TRAINING PROJECT, NEW HOPE SCHOOL, OCCUPATIONAL SURVEYS, RESEARCH, SALARIES, SERVICE OCCUPATIONS, STANISLAUS COUNTY, TABLES (DATA).

THE EFFECTIVENESS OF MODESTO JUNIOR COLLEGE'S MULTIOCCUPATIONAL TRAINING PROJECT AT NEW HOPE SCHOOL WAS EVALUATED ON THE BASIS OF SUBSEQUENT EMPLOYMENT OF TRAINEES. DATA ON THE CURRENT EMPLOYMENT STATUSES OF TRAINEES AND DROPOUTS, REASONS FOR BEING OUT OF THE LABOR FORCE, ANTICIPATED EMPLOYMENT, EMPLOYMENT PATTERNS AND EARNING POWER OF EMPLOYED TRAINEES, SOURCES OF PRESENT JOBS, REFERRAL PATTERNS, AND ASSESSMENTS OF THE VALUE OF TRAINING WERE OBTAINED WITH A POST-TRAINING REPORT, GENERALLY IN CONJUNCTION WITH INTERVIEWS, 3, 6, AND 12 MONTHS AFTER TRAINING. NEW HOPE PROJECT EMPLOYMENT RATES FOR ANY GIVEN WEEK RAN BETWEEN 55 AND 60 PERCENT. THE ACTUAL UNEMPLOYMENT RATE FOR THE PROJECT WAS BETWEEN 10 AND 15 PERCENT. EIGHT PERCENT OF THE TRAINEES WERE OUT OF THE LABOR FORCE. TRAINEES TENDED TO ENTER TRAINING-RELATED JOBS, AND THOSE WHO DID SO OVERWHELMINGLY FOUND THEIR TRAINING OF VALUE. JOB PLACEMENT WAS DONE MORE SUCCESSFULLY BY THE TRAINING PROJECT THAN BY EMPLOYMENT SERVICES. THE AVERAGE EARNING POWER WAS LISTED AS \$1.62 PER HOUR AND COMPARED FAVORABLY WITH THE EARNING POWER OF OTHERS IN THE SUBCULTURE. PREVOCATIONAL TRAINING OR LACK THEREOF APPEARED TO HAVE LITTLE BEARING ON SUBSEQUENT EMPLOYMENT. A COMPREHENSIVE FOLLOWUP STUDY OF TRAINEES AND EVALUATIVE STUDIES OF TRAINING PROGRAMS, TRAINING NEEDS, PARTICIPANT CHARACTERISTICS, AND REASONS FOR NONPARTICIPATION WERE RECOMMENDED. THE DOCUMENT INCLUDES 13 TABLES. (LV)

## ED 011 358

AC 000 067

WHAT RESEARCH SAYS ABOUT PUBLIC SCHOOL ADULT EDUCATION.

BY- AKER, GEORGE F. CARPENTER, WILLIAM L.

FLORIDA ST. UNIV., TALLAHASSEE, SCH. OF EDUCATION

PUB DATE 1 NOV 66

EDRS PRICE MF-\$0.09 HC-\$1.32 33P.

DESCRIPTORS- \*PARTICIPANT CHARACTERISTICS, \*PARTICIPATION, \*PROGRAM DEVELOPMENT, \*PUBLIC SCHOOL ADULT EDUCATION, \*RESEARCH REVIEWS (PUBLICATIONS), ADULT DROPOUTS, EDUCATIONAL OBJECTIVES, EVALUATION, FINANCIAL SUPPORT, MOTIVATION, PROMOTION (PUBLICIZE), RESEARCH NEEDS, TALLAHASSEE.

THIS REVIEW OF RESEARCH ON PUBLIC SCHOOL ADULT EDUCATION INDICATES THAT, WHILE THERE HAS BEEN IMPRESSIVE GROWTH AND

ACHIEVEMENT, ADULTS WHO LACK HIGH SCHOOL DIPLOMAS OR EVEN BASIC LITERACY SKILLS ARE NOT BEING REACHED. STUDIES ARE NEEDED TO DETERMINE WHY THESE ADULTS ARE LEAST LIKELY TO PARTICIPATE IN PROGRAMS. STUDIES MADE OF CURRICULUMS, CLIENTELE, DROPOUTS, FINANCING, PROMOTION, AND EVALUATION SUGGEST THAT PUBLIC SCHOOL ADULT EDUCATION NEEDS ITS OWN PROGRAM OF DIVERSE OFFERINGS, MORE QUALIFIED PERSONNEL, SENSITIVITY TO COMMUNITY NEEDS, MORE ADMINISTRATIVE SUPPORT, PROMOTION, AND A CONTINUING RESEARCH AND EVALUATION PROGRAM FOR EACH SCHOOL. FUTURE RESEARCH PROGRAMS NEED A COMMON DATA COLLECTION SYSTEM AND EXPERIMENTAL PUBLIC SCHOOLS FOR ADULT LEARNING RESEARCH. STUDIES SHOULD BE MADE OF (1) EVALUATIVE CRITERIA FOR CURRICULUMS, (2) TECHNIQUES OF COUNSELING ADULTS, AND (3) THE SKILLS REQUIRED OF TEACHERS, COUNSELORS, AND ADMINISTRATORS, AND THEIR PROBLEMS, TRAINING PROGRAMS, AND OBJECTIVES. (JA)

ED 011 359

AC 000 003

STYLE OF ADULT LEADERSHIP AND PERSONAL CHARACTERISTICS DESIRED IN AN ADULT LEADER BY LOW SOCIO-ECONOMIC RURAL YOUTH. BY- APFS, JEROLD W. WISCONSIN UNIV., MADISON

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- \*ADULT LEADERS, \*LEADERSHIP QUALITIES, \*ROLE PERCEPTION, \*RURAL YOUTH, \*TEACHING STYLES, COOPERATIVE EXTENSION PROGRAM, DOCTORAL THESES, EXTENSION EDUCATION, INDIVIDUAL CHARACTERISTICS, LEADERSHIP TRAINING, MADISON, RECRUITMENT, RESEARCH, SOCIOECONOMIC STATUS, VOLUNTEERS, YOUTH PROGRAMS.

THE PURPOSE OF THIS STUDY WAS TO DETERMINE FACTORS RELATED TO THE RECRUITMENT AND TRAINING OF VOLUNTEER ADULT LEADERS FOR WORK WITH LOWER SOCIOECONOMIC RURAL YOUTH IN UNIVERSITY EXTENSION YOUTH PROGRAMS. SPECIFICALLY, THE STUDY WAS CONCERNED WITH COMPARING RURAL YOUTH OF DIFFERENT SOCIOECONOMIC STATUSES AS TO THEIR PERCEPTION OF PERSONAL CHARACTERISTICS IN AN ADULT LEADER, AND STYLE OF ADULT LEADERSHIP DESIRED. THE SAMPLE WAS YOUTH IN GRADES 5 THROUGH 8, 176 OF LOWER SOCIOECONOMIC STATUS AND 174 OF HIGHER SOCIOECONOMIC STATUS. SOCIOECONOMIC STATUS WAS MEASURED BY EDUCATION AND OCCUPATION OF THE HEAD OF THE HOUSE, AND FAMILY POSSESSIONS. THE DESIRED STYLE OF LEADERSHIP WAS DETERMINED BY ASKING THE YOUTH TO SELECT EITHER A DEMOCRATIC, LAISSEZ-FAIRE, OR AUTHORITARIAN TYPE OF LEADER. THE DESIRED PERSONAL CHARACTERISTICS WERE DETERMINED BY THE YOUTH'S DESCRIPTION OF WHAT THEY WANTED IN A LEADER, SIX CATEGORIES BEING PROVIDED--SKILLS AND TALENTS, SOCIAL SKILLS, KINDNESS AND HELPFULNESS, RESPECT FOR YOUNG PEOPLE, PHYSICAL CHARACTERISTICS, AND AUTHORITATIVENESS. THE CONCLUSIONS REVEALED THAT RURAL YOUTH, REGARDLESS OF STATUS, WANTED THE PERSONAL CHARACTERISTICS OF KINDNESS AND HELPFULNESS, AND A DEMOCRATIC STYLE IN AN ADULT LEADER. OTHER CONCLUSIONS WERE BASED ON DIFFERENCES IN AGE, SEX, GRADE LEVEL, AND SOCIOECONOMIC STATUS OF RURAL YOUTH. THIS MATERIAL WAS SUBMITTED AS A DISSERTATION TO THE UNIVERSITY OF WISCONSIN, 1967, 207 PAGES. (PG)

ED 011 360

AC 000 000

ADEQUACY OF PROVISION FOR ADULT EDUCATION IN SELECTED AREAS--RESEARCH PROJECT.

NATIONAL INST. OF ADULT EDUCATION, LONDON (ENGLAND)

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$2.20 SSP.

DESCRIPTORS- \*ADULT EDUCATION PROGRAMS, \*EDUCATIONAL OPPORTUNITIES, \*QUESTIONNAIRES, \*RESEARCH PROJECTS, \*SURVEYS, EDUCATIONAL ATTITUDES, EDUCATIONAL BACKGROUND, EDUCATIONAL NEEDS, INTERVIEWS, LONDON, PARTICIPANT CHARACTERISTICS, SOCIOECONOMIC INFLUENCES, STATISTICAL DATA.

A SURVEY WAS TO BE MADE IN ENGLAND AND WALES TO ASSESS THE OVERALL ADEQUACY OF PROVISIONS MADE FOR ADULT EDUCATION BY LOCAL EDUCATION AUTHORITIES, UNIVERSITY EXTRAMURAL DEPARTMENTS, WORKERS' EDUCATIONAL ASSOCIATION DISTRICTS, AND VOLUNTEER ASSOCIATIONS WITH AN EDUCATIONAL FUNCTION. SIX AREAS WERE SELECTED USING STATISTICS ON TERMINAL EDUCATION AGE AND SOCIOECONOMIC COMPOSITION OF THE ADULT POPULATION FROM A 1961 CENSUS. THEY REPRESENTED HIGH TO LOW POINTS ON THE SCALE IN TERMS OF SOCIAL CLASS AND EDUCATIONAL COMPOSITION. IN EACH AREA, A RANDOM SAMPLE OF THE ADULTS WAS TO BE INTERVIEWED WITH A QUESTIONNAIRE ON KNOWLEDGE AND USE OF EXISTING ADULT EDUCATION OPPORTUNITIES. ANOTHER QUESTIONNAIRE WAS DESIGNED FOR CURRENT PARTICIPANTS IN ADULT EDUCATION PROGRAMS. QUESTIONNAIRES AND INSTRUCTIONS TO INTERVIEWERS WERE INCLUDED. (LY)

ED 011 361

AC 000 101

THE HIGHLANDER FOLK SCHOOL, PIONEER OF INTEGRATION IN THE SOUTH.

BY- HORTON, AIMEE

PUB DATE DEC 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- \*FOLK SCHOOLS, \*LEADERSHIP TRAINING, \*RACIAL INTEGRATION, \*RESIDENTIAL PROGRAMS, CIVIL RIGHTS, COMMUNITY LEADERS, HIGHLANDER FOLK SCHOOL, HISTORICAL REVIEWS, NEGROES, RACE RELATIONS, SOUTHERN STATES, TENNESSEE, WORKSHOPS.

THE HIGHLANDER FOLK SCHOOL, FOUNDED IN 1931 TO TRAIN RURAL AND INDUSTRIAL LEADERS, WAS AN INTEGRATED CENTER FOR LABOR EDUCATION IN THE LATE 1930'S AND THE 1940'S AND FOR NATIONAL FARMERS UNION SESSIONS IN THE EARLY 1950'S. IN 1953 HIGHLANDER ORGANIZED TWO SUMMER WORKSHOPS ("THE SUPREME COURT DECISIONS AND THE PUBLIC SCHOOLS"); FOLLOWED BY SCHOOL DESEGREGATION WORKSHOPS IN 1954, 1955, 1956, AND 1957, IN AN EDUCATIVE ENVIRONMENT BASED ON COOPERATIVE PROGRAM PLANNING AND DECISION MAKING. THE 1955 WORKSHOP, WHICH CONCENTRATED ON A FEW COMMUNITIES WHERE HIGHLANDER FOLK SCHOOL HAD FRIENDS OR FORMER STUDENTS, UNDERTOOK AN EXPERIMENTAL PLANNING PROJECT INVOLVING SOUTHERN COMMUNITIES WITH VARYING PATTERNS OF SEGREGATION, AND PRODUCED TWO SETS OF ACTION GUIDELINES--"A GUIDE TO COMMUNITY ACTION FOR PUBLIC SCHOOL INTEGRATION" AND "BASIC POLICIES FOR PRESENTATION TO SCHOOL BOARDS" (RECOMMENDATIONS FOR PUPIL INTEGRATION, TEACHER AND ADMINISTRATIVE INTEGRATION, AND NECESSARY EDUCATIONAL PREPARATION). QUESTIONNAIRE RESPONSES FROM NEGRO AND WHITE COMMUNITY LEADERS AT HIGHLANDER STRESSED CONTRIBUTIONS OF THE INTEGRATED RESIDENTIAL EXPERIENCE TO FRUITFUL PARTICIPATION AND LEARNING. CONTRASTS WITH MORE CONVENTIONAL RACE RELATIONS SEMINARS WERE NOTED. THE DOCUMENT INCLUDES 10 REFERENCES. THIS ARTICLE IS A REPRINT FROM THE "TEACHERS COLLEGE RECORD," VOLUME 48, NUMBER 3, DECEMBER 1966. (LY)



## ED 011 362

AC 000 538

CREATIVITY RESEARCH AND ITS IMPLICATIONS FOR ADULT EDUCATION.  
BY- ZAHN, JANE C.  
BOSTON UNIV., MASS., CTR. FOR THE STUDY OF LIB.ED.

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$1.72 43P.

DESCRIPTORS- \*ADMINISTRATOR ROLE, \*ADULT EDUCATION, \*CREATIVE TEACHING, \*CREATIVITY, \*PROGRAM DEVELOPMENT, ADMINISTRATION, ADULT EDUCATORS, BOSTON, CREATIVE THINKING, INDIVIDUAL CHARACTERISTICS, RESEARCH, TEACHING METHODS,

THIS COMMENTARY ON CREATIVITY RESEARCH DEFINES THE CREATIVE RESPONSE AND THE PERSONALITY CHARACTERISTICS OF THE CREATIVE PERSON, AND OUTLINES THE CREATIVE PROCESS AND THE BARRIERS AND FACILITATORS TO IT. CREATIVE WRITERS AND PAINTERS ARE USED AS EXAMPLES. CERTAIN TEACHING METHODS ENCOURAGE CREATIVITY--(1) LEADING THE STUDENT TO QUESTION, (2) USING ANALOGY, METAPHOR, AND FREE ASSOCIATION OF IDEAS, (3) PERMITTING LOGICAL ANALYSIS TO COME LATE IN THE DISCOVERY PROCESS, (4) ENCOURAGING SKEPTICISM, (5) PERMITTING DISORDER, (6) LEAVING BLOCKS OF FREE TIME FOR THOUGHT, (7) FURNISHING AESTHETIC EXPERIENCES, (8) REWARDING CREATIVITY, AND (9) RELATING SUBJECTS TO OTHER DISCIPLINES OR TO WIDER CONCEPTS AND PROBLEMS. IN ADULT EDUCATION, THE ADMINISTRATOR IS RESPONSIBLE FOR DESIGNING A CURRICULUM TO FOSTER CREATIVE CAPACITY, FOR FACILITATING THE COMMUNICATION OF ABLE PEOPLE WITHIN THE ORGANIZATION, AND FOR ENCOURAGING NEW WAYS OF APPROACHING PROBLEMS AND INTERACTION AMONG AN AUTONOMOUS FACULTY AND STAFF. HE MUST BE OPEN TO NEW IDEAS AND BE AN ABLE, CREATIVE PERSON WHO VALUES THE DEVELOPMENT OF SENSITIVE MINDS. A BIBLIOGRAPHY CONTAINS 24 REFERENCES. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CENTER FOR THE STUDY OF LIBERAL EDUCATION FOR ADULTS AT BOSTON UNIVERSITY, 138 MOUNTFORT ST., BROOKLINE, MASSACHUSETTS 02146, FOR \$1.25. (AJ)

## ED 011 363

AC 000 556

URBAN INSTITUTIONS AS UNIVERSITY CLIENTS.  
BY- KRAVITZ, SANFORD L.  
CENTER FOR THE STUDY OF LIBERAL EDUC. FOR ADULTS  
REPORT NUMBER NOTES AND ESSAYS-53-1      PUB DATE 67  
EDRS PRICE MF-\$0.09 HC-\$0.52 13P.

DESCRIPTORS- \*COMMUNITY PROBLEMS, \*EDUCATIONAL RESPONSIBILITY, \*UNIVERSITIES, \*URBAN EXTENSION, BOSTON, HUMAN RESOURCES, MANPOWER DEVELOPMENT, RESPONSIBILITY, URBAN AREAS, URBAN CULTURE,

THE AUTHOR DISCUSSES THE WAYS IN WHICH THE UNIVERSITY CAN AND MUST HELP THE CITY SOLVE ITS PROBLEMS. HE SEES THE TWO MAJOR NEEDS OF URBAN INSTITUTIONS AS A MANPOWER SHORTAGE AND A KNOWLEDGE PROBLEM. THE UNIVERSITY MUST MOBILIZE ITS RESOURCES RAPIDLY AND RESPONSIBLY NOT ONLY TO INCREASE THE NUMBER OF WORKERS AVAILABLE BUT TO IMPROVE THE QUALITY AND EFFICIENCY OF THESE PEOPLE. IT MUST REDEFINE JOB CONTENT, TRAINING, ROLES, AND JOB STATUS, REEVALUATE CURRENT NOTIONS ABOUT PROFESSIONALISM, AND GIVE ATTENTION TO THE INCREASING USE OF SUBPROFESSIONALS. IN REGARD TO THE KNOWLEDGE PROBLEM, THE UNIVERSITY MUST EMPHASIZE THE APPLICATION OF KNOWLEDGE TO THE IMPROVEMENT OF SOCIETY AND WORK TOWARD CREATIVE INNOVATION, SEEKING NEW WAYS TO RELATE ITS RESOURCES TO COMMUNITY NEEDS. IT MUST ALSO SEEK A COMMON LANGUAGE TO

BRIDGE THE GAP BETWEEN THE ADMINISTRATOR'S CONCERN FOR IMMEDIATE ANSWERS TO SPECIFIC PROBLEMS AND THE SCHOLAR'S CONCERN FOR THEORY AND RESEARCH. THE COMPLETE DOCUMENT, "POLITICAL BACKGROUND OF ADULT EDUCATION, THE UNIVERSITY IN URBAN SOCIETY," IS ALSO AVAILABLE FROM THE CENTER FOR THE STUDY OF LIBERAL EDUCATION OF ADULTS AT BOSTON UNIVERSITY, 138 MOUNTFORT ST., BROOKLINE, MASSACHUSETTS 02146, FOR \$1.25. (EB)

## ED 011 364

AC 000 557

URBAN DECISION-MAKING, THE UNIVERSITY'S ROLE.  
BY- BAILEY, STEPHEN K.  
CENTER FOR THE STUDY OF LIBERAL EDUC. FOR ADULTS  
REPORT NUMBER NOTES AND ESSAYS-53-2      PUB DATE 67  
EDRS PRICE MF-\$0.09 HC-\$0.56 14P.

DESCRIPTORS- \*COMMUNITY ROLE, \*DECISION MAKING, \*UNIVERSITIES, \*URBAN CULTURE, BOSTON,

THE AUTHOR EXAMINES THE VARIOUS WAYS IN WHICH THE UNIVERSITY CAN AND SHOULD INFLUENCE URBAN DECISION MAKING. THE CENTRAL UNIVERSITY ROLE IS SENSITIZING THE DECISION MAKERS AND THE CITIZENS TO HUMAN MISERY, SUCH AS BIGOTRY, SQUALOR, DISEASE, UGLINESS, POVERTY, AND IGNORANCE. LONG-RANGE ROLES ARE PINPOINTING THE PROBLEMS URBAN DECISION MAKERS SHOULD DEAL WITH, DISCOVERING THE ROOT LAWS OF HUMAN BEHAVIOR, AND FINDING ANSWERS TO PROBLEMS ACCORDING TO THESE LAWS. SHORT-RANGE ROLES INCLUDE PROVIDING TECHNICAL ADVICE AND EDUCATING URBAN DECISION MAKERS. THE COMPLETE DOCUMENT, "POLITICAL BACKGROUND OF ADULT EDUCATION, THE UNIVERSITY IN URBAN SOCIETY," IS ALSO AVAILABLE FROM THE CENTER FOR THE STUDY OF LIBERAL EDUCATION OF ADULTS AT BOSTON UNIVERSITY, 138 MOUNTFORT ST., BROOKLINE, MASSACHUSETTS 02146, FOR \$1.25. (JA)

## ED 011 365

AC 000 558

POLITICS OF UNIVERSITY INVOLVEMENT IN SOCIAL CHANGE.  
BY- CAMPBELL, ALAN K.  
CENTER FOR THE STUDY OF LIBERAL EDUC. FOR ADULTS  
REPORT NUMBER NOTES AND ESSAYS-53-3      PUB DATE 67  
EDRS PRICE HC-\$0.72 16P.

DESCRIPTORS- \*COMMUNITY INVOLVEMENT, \*COMMUNITY ROLE, \*PUBLIC POLICY, \*SOCIAL CHANGE, \*UNIVERSITIES, BOSTON, CHANGE AGENTS, DECISION MAKING, LEADERSHIP RESPONSIBILITY, PLURALISM, POLITICAL POWER, POWER STRUCTURE, SOCIAL PLANNING,

THE AUTHOR DISCUSSES THE UNIVERSITY'S ROLE IN SOCIAL CHANGE FROM THE POLITICAL VIEWPOINT. BY EXAMINING OUR POLITICAL SYSTEM AS IT RELATED TO UNIVERSITY INVOLVEMENT, HE INDICATES THE POLITICAL RAMIFICATIONS OF SUCH INVOLVEMENT AND SHOWS THE KIND OF INVOLVEMENT THAT IS POLITICALLY POSSIBLE. HE PINPOINTS THE DIFFICULTIES CIVIC ADMINISTRATORS AND UNIVERSITY PERSONNEL HAVE IN WORKING TOGETHER AS PROBLEMS OF APPROACH. UNIVERSITIES TEND TO DEFINE PROBLEMS WITHIN THEIR MORE GENERAL CONTEXT AND TO ESPOUSE LONG-RANGE PLANNING, WHILE OUR POLITICAL SYSTEM IS PRIMARILY CONDUCTIVE TO SMALL INCREMENTAL CHANGE AND SHORT-RANGE PLANNING. THE AUTHOR STATES THAT THIS POLITICAL SITUATION EXISTS BECAUSE OF (1) OUR LACK OF KNOWLEDGE ABOUT THE CAUSES AND CONSEQUENCES OF CHANGE, (2) OUR IDEOLOGICAL ENVIRONMENT, WHICH IS BASED IN GOOD PART ON LAISSEZ FAIRE, (3) OUR POWER STRUCTURE, WHICH IS

PLURALISTIC, AND (4) OUR DECISION-MAKING PROCESS. ALTHOUGH THE SYSTEM IN SOME WAYS AGREES WITH THE UNIVERSITY, IT ALSO PRODUCES MANY FRUSTRATIONS. THESE FRUSTRATIONS ARE AN INEVITABLE PART OF THE SYSTEM, UNIVERSITY INVOLVEMENT IS NONETHELESS NECESSARY AND MUST CONTINUE. THE COMPLETE DOCUMENT, "POLITICAL BACKGROUND OF ADULT EDUCATION, THE UNIVERSITY IN URBAN SOCIETY," IS ALSO AVAILABLE FROM THE CENTER FOR THE STUDY OF LIBERAL EDUCATION OF ADULTS AT BOSTON UNIVERSITY, 138 MOUNTFORT ST., BROOKLINE, MASSACHUSETTS 02146, FOR \$1.25. (EB)

## ED 011 366

AC 000 559

TEACHING AND RESEARCH, THEIR INFLUENCE ON SOCIAL CHANGE.  
BY- DEBOUT, JOHN E.  
CENTER FOR THE STUDY OF LIBERAL EDUC. FOR ADULTS  
REPORT NUMBER NOTES AND ESSAYS-53-4 PUB DATE 67  
EDRS PRICE MF-\$0.09 HC-\$1.08 27P.

DESCRIPTORS- \*COMMUNITY RESPONSIBILITY, \*RESEARCH, \*SOCIAL CHANGE, \*TEACHING, \*UNIVERSITIES, BOSTON, COMMUNITY ROLE, EDUCATIONAL PHILOSOPHY, EDUCATIONAL ROLE, LEADERSHIP RESPONSIBILITY, SOCIAL PROBLEMS,

THE AUTHOR EXAMINES THE INFLUENCE OF TEACHING AND RESEARCH, PRIMARILY THE WORK OF THE UNIVERSITY, ON SOCIAL CHANGE. HE STATES THAT TEACHING AND RESEARCH ARE THE FOREMOST GENERATORS OF SOCIAL CHANGE, THUS THE SUCCESS WITH WHICH WE COPE WITH PRESENT AND FUTURE PROBLEMS DEPENDS ON THE UNIVERSITY. THE UNIVERSITY IS IN A UNIQUE POSITION OF RELATIVE INDEPENDENCE AND FREEDOM, AND MUST MAINTAIN THIS INSTITUTIONAL INTEGRITY TO HAVE THE NEEDED EFFECT. THE UNIVERSITY'S INFLUENCE MUST BE MAINLY A HUMANIZING ONE, THE UNIVERSITY MUST ASSESS SOCIETY'S NEEDS AND RESPOND TO THEM BY PROVIDING HUMAN DIRECTION TO SOCIAL CHANGE, IT MUST STRESS PLANNING, AND TRY TO FORESEE THE EFFECTS OF CHANGE. THUS IT MUST EMPHASIZE TEACHING, PARTICULARLY THE TRAINING OF TEACHERS, GIVE MORE ATTENTION TO INTEGRATING AND COMMUNICATING RESEARCH, STRESS THE HUMANITIES AND SOCIAL SCIENCES, AND PURSUE SCIENTIFIC STUDIES WITHIN A SET OF VALUES AND RESEARCH WITHIN THE FRAMEWORK OF POLICY. THE COMPLETE DOCUMENT, "POLITICAL BACKGROUND OF ADULT EDUCATION, THE UNIVERSITY OF URBAN SOCIETY," IS ALSO AVAILABLE FROM THE CENTER FOR THE STUDY OF LIBERAL EDUCATION OF ADULTS AT BOSTON UNIVERSITY, 138 MOUNTFORT ST., BROOKLINE, MASSACHUSETTS 02146, FOR \$1.25. (EB)

## ED 011 367

AC 000 560

EDUCATING THE URBAN STUDENT FOR THE URBAN WAY OF LIFE.  
BY- WILLIE, CHARLES V.  
CENTER FOR THE STUDY OF LIBERAL EDUC. FOR ADULTS  
REPORT NUMBER NOTES AND ESSAYS-53-5 PUB DATE 67  
EDRS PRICE MF-\$0.09 HC-\$0.72 17P.

DESCRIPTORS- \*COMMUNITY ACTION, \*COMMUNITY EDUCATION, \*COMMUNITY ROLE, \*UNIVERSITIES, \*URBAN EXTENSION, BOSTON, LEADERSHIP RESPONSIBILITY, SCHOOL INTEGRATION, SYRACUSE, UNIVERSITY COLLEGE OF SYRACUSE UNIVERSITY, URBAN EDUCATION,

THE AUTHOR DEALS WITH THE ROLE OF THE UNIVERSITY IN EDUCATING STUDENTS TO BE CITIZENS AND LEADERS IN OUR URBANIZED SOCIETY. HE SEES URBANIZATION AS BEING DIFFERENT FROM, THOUGH RELATED TO, INDUSTRIALIZATION, AND HE SEES

DISTINCT DIFFERENCES IN THE SOCIAL AND EDUCATIONAL RESPONSES NEEDED TO DEAL WITH THEM. WHILE INDUSTRIALIZATION, THE MAIN FOCUS OF OUR SOCIAL AND EDUCATIONAL INSTITUTIONS, REQUIRES TECHNOLOGICAL SKILLS FOR WORK, URBANIZATION REQUIRES THE DEVELOPMENT OF A SENSE OF COMMUNITY. THE AUTHOR BELIEVES THAT THE UNIVERSITY MUST SEEK TO EDUCATE LEADERS FROM AND FOR ALL LEVELS OF COMMUNITY, PARTLY BECAUSE ALL LEVELS OF COMMUNITY NEED LEADERS AND PARTLY BECAUSE TRUTH COMES ONLY FROM THE FUSION OF A NUMBER OF VIEWPOINTS, AND THAT UNIVERSITY EDUCATION MUST BECOME INVOLVED WITH CURRENT CONTROVERSIAL COMMUNITY ISSUES. THE AUTHOR STATES THAT THE UNIVERSITY MUST TEACH ACTIVISTS THE BENEFITS OF REASONED THOUGHT, AND THINKERS THE METHODS AND TECHNIQUES OF EFFECTIVE ACTION. THE AUTHOR ILLUSTRATES HIS DISCUSSION WITH A CASE STUDY OF SCHOOL INTEGRATION IN SYRACUSE, NEW YORK, AND TWO PROGRAMS PERTAINING TO COMMUNITY LEADERSHIP DEVELOPMENT (THE THURSDAY BREAKFAST ROUND TABLE AND THE COMMUNITY ACTION TRAINING CENTER) SPONSORED BY UNIVERSITY COLLEGE OF SYRACUSE UNIVERSITY. THE COMPLETE DOCUMENT, "POLITICAL BACKGROUND OF ADULT EDUCATION, THE UNIVERSITY IN URBAN SOCIETY," IS ALSO AVAILABLE FROM THE CENTER FOR THE STUDY OF LIBERAL EDUCATION OF ADULTS AT BOSTON UNIVERSITY, 138 MOUNTFORT ST., BROOKLINE, MASSACHUSETTS 02146, \$1.25.

## ED 011 368

AC 000 639

A STUDY OF NORTHWESTERN DISTRICT COUNTY EXTENSION AGENTS' PERCEPTION OF THE ORGANIZATION AND UTILIZATION OF ADVISORY BOARDS.  
BY- YOUNG, DOUGLAS  
NORTH CAROLINA UNIV., RALEIGH, N.C. STATE UNIV.

PUB DATE

66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- \*ADVISORY COMMITTEES, \*EXTENSION AGENTS, \*LEADERSHIP RESPONSIBILITY, \*PROGRAM ADMINISTRATION, \*ROLE PERCEPTION, AGE, COOPERATIVE EXTENSION SERVICE, EDUCATIONAL BACKGROUND, INTERVIEWS, JOB TENURE, MASTERS THESES, NORTH CAROLINA, PERFORMANCE, PERSONNEL DATA, PROGRAM EVALUATION, PROGRAM PLANNING, QUESTIONNAIRES, RALEIGH, RESEARCH, RURAL EXTENSION, TABLES (DATA),

A STUDY WAS MADE TO DETERMINE COUNTY EXTENSION AGENTS' PERCEPTION OF THEIR ROLE AND THAT OF ADVISORY BOARDS IN PLANNING, EXECUTING, AND EVALUATING THE COUNTY EXTENSION PROGRAM. AGENTS' VIEWS ON WHO OUGHT TO HAVE RESPONSIBILITY FOR PERFORMING COUNTY PROGRAMMING FUNCTIONS WERE ALSO EXAMINED. ALL 100 AGENTS IN THE NORTHWESTERN EXTENSION DISTRICT IN NORTH CAROLINA WERE INTERVIEWED ON 34 COUNTY PROGRAMMING FUNCTIONS. THEY WERE ASKED WHO WAS PERFORMING THE FUNCTION, HOW WELL IT WAS BEING PERFORMED, AND WHO OUGHT TO PERFORM IT. STATISTICAL ANALYSES WERE MADE OF RESPONSES RELATED TO SEVEN INDEPENDENT VARIABLES--AGE, TITLE, LEVEL OF FORMAL EDUCATION, GRADUATE DEGREE WORK, CONTENT AREA FOR HIGHEST DEGREE HELD, TENURE IN PRESENT POSITION, AND TENURE IN EXTENSION. CONSIDERED COLLECTIVELY, THESE VARIABLES WERE NOT SIGNIFICANTLY ASSOCIATED WITH AGENTS' VIEWS. AGENTS GENERALLY PERCEIVED FUNCTIONS PERFORMED BY THEMSELVES AS ADEQUATE. CONSENSUS WAS LACKING ON WHO OUGHT TO HAVE RESPONSIBILITY FOR PERFORMING COUNTY PROGRAMMING FUNCTIONS. THE FINDINGS SUGGESTED A LACK OF UNDERSTANDING OF THE ROLE OF ADVISORY BOARDS AMONG AGENTS AND A LACK OF ACCEPTANCE OF A BOARD'S ROLE IN COUNTY PROGRAMMING. REFERENCES, TABLES, AND

THE QUESTIONNAIRE USED WERE INCLUDED. THIS MATERIAL WAS SUBMITTED AS A DISSERTATION TO NORTH CAROLINA STATE UNIVERSITY, 1966, 203 PAGES. (JA)

ED 011 369

AC 000 653

PROBLEMS IN THE DESIGN AND INTERPRETATION OF RESEARCH ON HUMAN RELATIONS TRAINING.

BY- HARRISON, ROGER

PUB DATE 27 JAN 67

EDRS PRICE MF-\$0.09 HC-\$1.04 26P.

DESCRIPTORS- \*EVALUATION TECHNIQUES, \*HUMAN RELATIONS, \*LABORATORY TRAINING, \*RESEARCH METHODOLOGY, \*RESEARCH REVIEWS (PUBLICATIONS), \*SENSITIVITY TRAINING, BEHAVIOR CHANGE, CONTROL GROUPS, DATA COLLECTION, INTERPERSONAL COMPETENCE, MEASUREMENT TECHNIQUES, PARTICIPANT INVOLVEMENT, RESEARCH, T GROUPS, TEACHING STYLES, TIME FACTORS (LEARNING), TYPOLOGY, WEST HAVEN,

THIS REVIEW OF THE PROBLEMS IN DESIGN AND INTERPRETATION OF RESEARCH ON HUMAN RELATIONS TRAINING, PARTICULARLY THAT USING T GROUPS AND SENSITIVITY TRAINING, REFERS TO STUDIES IN THE FIELD. PROBLEMS CONSIDERED ARE--THE PROBLEM OF CONTROLS (VOLUNTEER PARTICIPANTS, PREDICTION OF OUTCOMES), TEMPORAL CHANGE IN TRAINING OUTCOMES (RELATIONSHIP OF CHANGE TO TIME), DIMENSIONS AND DIRECTIONS OF CHANGE, CLASSIFICATION SCHEMES FOR TRAINING OUTCOMES (NORMATIVE, RESTRICTIVE, PRESCRIPTIVE), VARIABILITY IN THE TRAINING EXPERIENCE (TRAINER STYLE, GROUP COMPOSITION), TIMING OF DATA COLLECTION (BY MAIL OR IN THE LABORATORY), EXPERIMENTER-PARTICIPANT RELATIONSHIPS IN THE LABORATORY SETTING, AND STATISTICAL PROBLEMS IN TRAINING RESEARCH. THE PAPER CONTAINS 34 BIBLIOGRAPHIC REFERENCES. IT WAS PRESENTED AT THE RESEARCH SEMINAR OF THE VETERAN'S ADMINISTRATION HOSPITAL (WEST HAVEN, CONNECTICUT, JANUARY 27, 1967). (AJ)

ED 011 370

AC 000 655

LABORATORY TRAINING IN HUMAN RELATIONS AND ORGANIZATIONAL BEHAVIOR.

BY- HARRISON, ROGER OSHRY, BARRY

PUB DATE 67

EDRS PRICE MF-\$0.09 HC-\$1.04 45P.

DESCRIPTORS- \*BEHAVIOR CHANGE, \*EVALUATION, \*HUMAN RELATIONS, \*LABORATORY TRAINING, \*MANAGEMENT DEVELOPMENT, \*SENSITIVITY TRAINING, ADMINISTRATIVE PERSONNEL, BEHAVIOR RATING SCALES, CHANGING ATTITUDES, EVALUATION TECHNIQUES, FACTOR ANALYSIS, INTERACTION PROCESS ANALYSIS, INTERPERSONAL COMPETENCE, ORGANIZATIONAL BEHAVIOR DESCRIPTOR SURVEY, ORGANIZATIONAL CHANGE, RESEARCH, TABLES (DATA), TRAINING LABORATORIES, TRANSFER OF TRAINING,

A SERIES OF STUDIES WERE MADE ON THE EFFECTS OF LABORATORY TRAINING IN HUMAN RELATIONS ON THE ORGANIZATIONAL BEHAVIOR OF "MIDDLE" MANAGERS. THROUGH REPEATED FACTOR ANALYSIS, THE ORGANIZATIONAL BEHAVIOR DESCRIPTOR SURVEY (OEDS) WAS DEVELOPED BY WHICH A MANAGER AND HIS ASSOCIATES COULD DESCRIBE HIS BEHAVIOR. THE OEDS PERMITTED RATINGS ON RATIONAL-TECHNICAL COMPETENCE, VERBAL DOMINANCE, CONSIDERATION, AND EMOTIONAL EXPRESSIVENESS. STUDIES OF 357 MANAGERS IN FOUR POPULATIONS SHOWED NO SIGNIFICANT CHANGES IN ORGANIZATIONAL BEHAVIOR FOLLOWING TRAINING. THERE WERE,

HOWEVER, POSITIVE RELATIONSHIPS BETWEEN INVOLVEMENT IN THE LABORATORY AND INCREASES ON THE CONSIDERATION SCALE. THERE WERE SMALL CORRELATIONS BETWEEN BEHAVIOR IN THE ORGANIZATION AND IN THE TRAINING LABORATORY. DETERMINANTS OF ORGANIZATIONAL BEHAVIOR SEEMED TO BE SITUATIONAL, AND INDICATIONS WERE THAT STRONG BARRIERS TO THE TRANSFER OF ATTITUDES FROM THE TRAINING LABORATORY TO THE ORGANIZATION MAY EXIST. THE FINDINGS ALSO SUGGESTED THAT TRAINING MAY LEAD TO MULTIDIRECTIONAL AND MULTIDIRECTIONAL CHANGES. THE DOCUMENT INCLUDED SAMPLE QUESTIONS, TABLES OF CORRELATIONS, AND 13 REFERENCES. (AJ)

ED 011 371

AC 000 708

THE INFLUENCE OF SOCIAL CLIMATE ON ADULT ACHIEVEMENT--THE IMPACT OF A RESIDENTIAL EXPERIENCE ON LEARNING AND ATTITUDE CHANGE OF ADULT STUDENTS ENROLLED IN AN EVENING CREDIT CLASS.

BY- WIENTGE, KING M. LAHR, JAMES K.

WASHINGTON UNIV., ST. LOUIS, UNIVERSITY COLL.

REPORT NUMBER UCR-PUB-10

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$1.48 37P.

DESCRIPTORS- \*ADULT LEARNING, \*EVALUATION, \*EVENING CLASSES, \*LECTURE, \*RESIDENTIAL PROGRAMS, ACHIEVEMENT, ATTITUDE TESTS, BROMWOODS RESIDENTIAL CENTER, CHANGING ATTITUDES, INTELLIGENCE TESTS, QUESTIONNAIRES, RESEARCH, SAINT LOUIS, SOCIAL ENVIRONMENT,

A COMPARISON WAS MADE OF THE AMOUNT OF LEARNING IN AN ADULT EVENING CLASS ON CAMPUS WITH THAT OF AN EXPERIMENTAL CLASS WHICH ATTENDED SESSIONS ON CAMPUS AND SPENT TWO WEEKENDS AT A UNIVERSITY RESIDENTIAL CENTER. IT WAS EXPECTED THAT THE EXPERIMENTAL CLASS WOULD LEARN MORE AND EXPERIENCE POSITIVE CHANGES IN ATTITUDE AS COMPARED WITH THE CONTROL CLASS. THE SAME INSTRUCTORS WERE USED FOR BOTH GROUPS. IN ORDER TO CONTROL METHOD OF INSTRUCTION AS A VARIABLE, THE LECTURE-DISCUSSION METHOD WAS USED IN BOTH GROUPS. PRETESTS OF INTELLIGENCE, ATTITUDES, AND SUBJECT KNOWLEDGE WERE GIVEN TO ALL, AND ATTITUDE AND SUBJECT KNOWLEDGE TESTS WERE REPEATED AT THE END OF THE TERM. THE EXPERIMENTAL GROUP ALSO COMPLETED A FINAL EVALUATION QUESTIONNAIRE. THE EXPERIMENTAL GROUP WAS SIGNIFICANTLY MORE INTELLIGENT, BUT NO SIGNIFICANT DIFFERENCES SHOWED UP IN EITHER THE PRETEST OR POST-TEST OF ATTITUDES OR SUBJECT KNOWLEDGE. THE EXPERIMENTAL GROUP ENJOYED THE SOCIAL SETTING AT THE RESIDENTIAL CENTER BUT DID NOT FEEL MORE LEARNING OCCURRED THERE. RATHER, THE PERIODS BETWEEN SESSIONS WERE SEEN AS DETERRENT TO LEARNING. (ED)

ED 011 372

AL 000 128

FOREIGN LANGUAGE PROGRAMMED MATERIALS--1966.

BY- FIKS, ALFRED I.

GEORGE WASHINGTON UNIV., ALEXANDRIA, VA.

REPORT NUMBER HARRO-PP-1-67-JAN-1967

PUB DATE JAN 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- \*LANGUAGE INSTRUCTION, \*PROGRAMED MATERIALS, ALEXANDRIA, FRENCH, GERMAN, GREEK, RUSSIAN, SPANISH, THAI,

A LIST OF 26 FOREIGN LANGUAGE PROGRAMS IS PRESENTED. THE LIST INCLUDES SUCH INFORMATION AS PRICE, COMPLETION TIME, STUDENT LEVEL AND FORMAT OF EACH PROGRAM AND AN "ATONY" INDEX. "ATONY" IS DEFINED AS THE NUMBER OF FRAMES PER HOUR AND THE INDEX IS USED TO PROVIDE SOME INDICATION OF THE



DEGREE OF FRACTIONATION OR ATOMIZATION OF THE COURSE CONTENT. THE DATA PRESENTED WERE CURRENT AS OF FEBRUARY 1966. THIS ARTICLE IS A REPRINT FROM "THE MODERN LANGUAGE JOURNAL," VOLUME 51, NUMBER 1, JANUARY 1967. (RS)

ED 011 373

AL 000 127

THE APPLICATION OF PROGRAMED INSTRUCTION TO FOREIGN LANGUAGE AND LITERACY TRAINING.

BY- ROCKLYN, EUGENE H.

GEORGE WASHINGTON UNIV., ALEXANDRIA, VA.

REPORT NUMBER MHMR0-PP-8-67-FEB-1967

PUB DATE FEB 67

EDRS PRICE MF-\$0.09 HC-\$0.60 15P.

DESCRIPTORS- \*LANGUAGE INSTRUCTION, \*LITERACY, \*PROGRAMED INSTRUCTION, ALEXANDRIA, NAPLES, PROGRAMED MATERIALS, RUSSIAN, VIETNAMESE,

SEVERAL SELF-INSTRUCTIONAL FOREIGN LANGUAGE TRAINING PROGRAMS DEVELOPED FOR MILITARY USE ARE DESCRIBED. THE APPLICATION OF PROGRAMED INSTRUCTION TECHNIQUES TO THE PEDAGOGICAL AND LINGUISTIC SKILLS UNDERLYING FOREIGN LANGUAGE TEACHING IS EXPLAINED. AN OVERVIEW OF SELF-INSTRUCTIONAL FOREIGN LANGUAGE TRAINING AND SOME OF THE PROGRAMED LANGUAGE MATERIALS AVAILABLE PROVIDE AN INDICATION OF THE EXTENT TO WHICH PROGRAMING HAS BEEN USED IN THIS FIELD IN THE UNITED STATES. A BRIEF DISCUSSION OF THE PROBLEMS INVOLVED IN THE APPLICATION OF PROGRAMING TO LITERACY TRAINING, PRIMARILY THE LACK OF READING KNOWLEDGE ON THE PART OF ADULT NATIVE SPEAKING STUDENTS, IS PRESENTED. THIS PAPER WAS PRESENTED AT THE NORTH ATLANTIC TREATY ORGANIZATION CONFERENCE ON "THE MILITARY APPLICATIONS OF PROGRAMED INSTRUCTION" (NAPLES, APRIL 1965). (RS)

ED 011 374

AL 000 194

USE OF PROGRAMED INSTRUCTION IN A FRESHMAN COMPOSITION COURSE - A FEASIBILITY STUDY.

BY- TAYLOR, ELEANOR C. DIAMOND, ROBERT H.

MIAMI UNIV., CORAL GABLES, FLA., UNIVERSITY COLL.

REPORT NUMBER R-28

PUB DATE MAY 66

EDRS PRICE MF-\$0.09 HC-\$0.72 10P.

DESCRIPTORS- \*ENGLISH CURRICULUM, \*PROGRAM EFFECTIVENESS, COLLEGE CURRICULUM, COMPOSITION SKILLS (LITERARY), CORAL GABLES, PROGRAMED MATERIALS, STUDENT ATTITUDES,

THIS PROJECT WAS DESIGNED TO DETERMINE THE EFFECTIVENESS AND FEASIBILITY OF USING PROGRAMED INSTRUCTION TO CORRECT GRAMMATICAL AND MECHANICAL WRITING ERRORS OF STUDENTS ENROLLED IN A FRESHMAN COMPOSITION COURSE. THE TEST GROUP INCLUDED STUDENTS WHO HAD SCORED LESS THAN 64 IN THE COOPERATIVE ENGLISH TEST. EIGHTEEN PROGRAMS WERE EVALUATED BY THE FACULTY AND FIVE WERE SELECTED FOR USE IN THE PILOT PROGRAM--"ENGLISH 3200," "ENGLISH 2000," "PROPER PUNCTUATION," "EFFECTIVE WRITING," AND THE "ENGLISH REVIEW MANUAL." AFTER ONE SEMESTER OF UTILIZATION, AND AS A RESULT OF STUDENT ATTITUDE STUDIES AND FURTHER EVALUATION, "ENGLISH 2000" AND THE "ENGLISH REVIEW MANUAL" WERE EXCLUDED. THE FOLLOWING CONCLUSIONS WERE REACHED--(1) CERTAIN BASIC PROBLEMS INVOLVING GRAMMATICAL AND MECHANICAL WRITING ERRORS, CAN, IF THE STUDENT IS MOTIVATED, BE CORRECTED THROUGH PROGRAMED SEQUENCES, (2) BY UTILIZING MULTIPLE COPIES OF EXISTING COMMERCIAL PROGRAMS, IT IS POSSIBLE TO IMPLEMENT

PROGRAMED INSTRUCTION FOR LARGE NUMBERS OF STUDENTS WITH MINIMUM EXPENDITURES, AND (3) STUDENTS HAVE A POSITIVE ATTITUDE TOWARD PROGRAMED INSTRUCTION. (RS)

ED 011 375

AL 000 202

ARTICULATION OF HIGH SCHOOL AND COLLEGE TRAINING MATERIALS IN CHINESE.

BY- DEFRANCIS, JOHN

PUB DATE FEB 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- \*CHINESE, \*COLLEGE LANGUAGE PROGRAMS, \*INSTRUCTIONAL MATERIALS, \*LANGUAGE INSTRUCTION, \*LANGUAGE LEARNING LEVELS, HIGH SCHOOL STUDENTS, LANGUAGE TEACHING, PINYIN SYSTEM, THEODORE CHEN, MEN YEN,

THE LACK OF COORDINATION BETWEEN HIGH SCHOOL AND COLLEGE CHINESE LANGUAGE PROGRAMS PRESENTS A SERIOUS PROBLEM OF ARTICULATION FOR STUDENTS OF CHINESE. A COLLEGE PROGRAM THAT EMPHASIZED READING CHINESE MAY NOT BE COMPATIBLE WITH THE PREPARATION OF A STUDENT COMING FROM THE SPEAKING-PRONUNCIATION ORIENTATION OF HIS HIGH SCHOOL CURRICULUM. THERE IS A DEFINITE NEED FOR TWO TYPES OF PRONUNCIATION MATERIALS, ONE FOR STUDENTS AND ONE FOR TEACHERS, TO COMPENSATE FOR THE DIVERGENT BACKGROUNDS OF BOTH. IT IS IMPORTANT THAT HIGH SCHOOLS STRESS GOOD PRONUNCIATION AND FLUENT COMMAND OF A SMALLER AMOUNT OF MATERIAL RATHER THAN TRYING TO PUSH STUDENTS TOO FAR TOO FAST. THIS ARTICLE WAS PUBLISHED IN THE "JOURNAL OF THE CHINESE LANGUAGE TEACHER ASSOCIATION," VOLUME 2, NUMBER 1, FEBRUARY 1967. (FB)

ED 011 376

AL 000 203

QUESTIONS IN CHINESE.

BY- TSAO, MEN YEN

PUB DATE FEB 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- \*CHINESE, \*CONTRASTIVE LINGUISTICS, \*ENGLISH, \*LANGUAGE INSTRUCTION, INSTRUCTIONAL MATERIALS, INTONATION, LANGUAGE PATTERNS, LANGUAGE RESEARCH, QUESTION TYPES,

THIS ARTICLE, BASED ON A CONTRASTIVE ANALYSIS OF AMERICAN ENGLISH AND CHINESE, IS DESIGNED TO BE USED IN THE PREPARATION OF INSTRUCTIONAL MATERIALS FOR THE PRESENTATION OF QUESTIONS IN THE TEACHING OF CHINESE. QUESTIONS CAN BE CLASSIFIED INTO THREE CATEGORIES, ACCORDING TO THEIR FUNCTIONS--(1) PURE QUESTIONS, (2) RHETORICAL QUESTIONS, AND (3) QUESTIONS CONVEYING AGREEMENT, SUPPOSITION, POLITE REQUEST, AND GREETINGS. THE FIRST CATEGORY ANTICIPATES ONE OF SEVERAL TYPES OF ANSWERS, THE LAST TWO CATEGORIES SCARCELY REQUIRE ANY VERBAL RESPONSE. QUESTION PARTICLES AND INTONATION ARE USED IN CHINESE TO CONVEY ADDITIONAL INFORMATION, AS IS INTONATION IN ENGLISH. THIS ARTICLE WAS PUBLISHED IN THE "JOURNAL OF THE CHINESE LANGUAGE TEACHERS ASSOCIATION," VOLUME 2, NUMBER 1, FEBRUARY 1967. (HC)

ED 011 377

AL 000 293

THE PHONEMES OF OKINAWAN.

BY- LUELSCHOFF, PHILIP A.

EDRS PRICE MF \$0.09 HC \$0.40 10P.

DESCRIPTORS- \*DISTINCTIVE FEATURES, \*OKINAWAN, \*PHONEMES, AGENA GUCHI, CONSONANTS, LINGUISTICS, MORPHOPHONEMICS, RYUKYUU ARCHIPELAGO, SYLLABLES, VOWELS,

THE LANGUAGES OF OKINAWAN MAY BE DIVIDED INTO THREE MUTUALLY UNINTELLIGIBLE REGIONAL DIALECTS, CORRESPONDING GEOGRAPHICALLY TO THE THREE GROUPS OF ISLANDS OF THE RYUKYUU ARCHIPELAGO. AS REPRESENTATIVE MODEL OF THE REGIONAL DIALECTS, AGENA-GUCHI IS ANALYZED WITH RESPECT TO PHONEMIC SYSTEMS, OKINAWAN MORPHOPHONEMICS, AND OKINAWAN SYLLABLE STRUCTURE WITHIN THE TRANSFORMATIONAL GENERATIVE FRAMEWORK. FOUR SUBCLASSES OF PHONEMES ARE ESTABLISHED--(1) VOWELS, FIVE SYSTEMATIC PHONEMES, (2) LIQUIDS, ONE PHONEME, (3) GLIDES, ONE PHONEME, AND (4) CONSONANTS, EIGHT PHONEMES. ALL ARE DISCUSSED AND CLASSIFIED ACCORDING TO ACOUSTIC AND ARTICULATORY CRITERIA. THE SUBCLASS "CONSONANTS" IS FURTHER DIVIDED INTO TWO SYSTEMS ACCORDING TO THE PRESENCE OR ABSENCE OF THE FEATURE (CONTINUANT). THE VOWELS ARE REPRESENTED BY A FIVE-MEMBERED TRIANGULAR SYSTEM BASED ON THE FOLLOWING DISTINCTIVE FEATURES--VOCALIC - CONSONANTAL, DIFFUSE - COMPACT, AND GRAVE. NEITHER PITCH NOR STRESS IS DISTINCTIVE. A COMPLETE ANALYSIS OF OKINAWAN SEGMENTAL PHONEMES MIGHT REQUIRE ADDING TWO MORE DISTINCTIVE FEATURES, MORA - NONMORA, AND SYLLABIC - NONSYLLABIC, TO COVER DEEP STRUCTURE AND SURFACE STRUCTURE DERIVATIONS. (FD)

ED 011 378

AL DOD 334

THE STRATEGY OF THE TOTAL PHYSICAL RESPONSE--AN APPLICATION TO LEARNING RUSSIAN.

BY- ASHER, JAMES J.

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- \*LANGUAGE INSTRUCTION, \*RESEARCH, \*RUSSIAN, JAPANESE, MULTISENSORY LEARNING, TOTAL PHYSICAL RESPONSE,

THE ESSENCE OF THE TOTAL PHYSICAL RESPONSE IS THAT LEARNERS ARE SILENT, LISTEN TO A COMMAND IN THE LANGUAGE BEING TAUGHT, THEN, OBEY THE COMMAND BY ACTING IT OUT WITH THE INSTRUCTOR AS A MODEL. THE METHOD WAS APPLIED TO TEACHING RUSSIAN AFTER AN INITIAL EXPERIMENT HAD BEEN TRIED WITH JAPANESE. THE EXPERIMENTAL GROUP ACTED OUT THE COMMANDS. THE CONTROL GROUP IMAGINED THEY WERE ACTING OUT THE COMMANDS, BUT ACTUALLY REMAINED SEATED THROUGHOUT THE SESSION. THE TOTAL PHYSICAL RESPONSE METHOD PRODUCED SUPERIOR LEARNING IN RETENTION OF RUSSIAN WORDS AFTER A PERIOD AS LONG AS 2 WEEKS. THIS ARTICLE IS A REPRINT FROM "THE INTERNATIONAL REVIEW OF APPLIED LINGUISTICS," VOLUME 3, NUMBER 4, 1965. (RS)

ED 011 379

AL DOD 360

AN EXPERIMENTAL APPROACH TO THE PROBLEM OF ARTICULATION IN APHASIA.

BY- SHANKWEILER, DONALD HARRIS, KATHERINE S.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- \*APHASIA, \*PHONETIC ANALYSIS, ARTICULATION (SPEECH), SPEECH HANDICAPS,

A PHONETIC ANALYSIS WAS MADE OF SPEECH PRODUCTION IN FIVE PATIENTS WITH MAJOR RESIDUAL DEFICITS IN ARTICULATION FOLLOWING REMISSION OF MORE WIDESPREAD DISTURBANCE OF VERBAL

EXPRESSION. THE FINDINGS DEMONSTRATE MAJOR DISTURBANCE OF SPEECH PRODUCTION AT THE MOST MOLECULAR LEVEL. MAXIMAL DIFFICULTY IN ARTICULATION OCCURRED AT THE BEGINNING PORTION OF WORDS. CONSONANT SOUNDS WERE MUCH MORE OFTEN MISARTICULATED THAN VOWEL SOUNDS. FRICATIVE AND AFFRICATE CONSONANTS AND CERTAIN LINKED GROUPS OF CONSONANTS WERE THE MOST OFTEN AFFECTED OF ALL SOUNDS OF SPEECH. PHONETIC SIMPLIFICATIONS TYPICAL OF YOUNG CHILDREN WERE OBSERVED LESS FREQUENTLY THAN OTHER ERRORS WHICH ARE NOT FOUND IN CHILDREN'S SPEECH NOR IN THE SPEECH OF ADULTS WITH DEFECTS OF THE ARTICULATORY STRUCTURES. THIS ARTICLE IS A REPRINT FROM "CORTEX," VOLUME 2, 1966. (RS)

ED 011 380

AL DOD 379

THE CLASSIFICATION OF SERBO-CROATIAN DIALECTS.

BY- NAYLOR, KENNETH E.

PUB DATE DEC 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- \*DIALECTS, \*LANGUAGE CLASSIFICATION, \*SERBOCROATIAN, CAVAVIAN DIALECT GROUP, DIACHRONIC LINGUISTICS, LANGUAGE TYPOLOGY, MORPHOLOGY (LANGUAGES), MORPHOPHONEMICS, SLAVIC LANGUAGES, SYNCHRONIC LINGUISTICS,

THE CAVAVIAN GROUP OF SERBO-CROATIAN DIALECTS CAN BE RECLASSIFIED USING SYNCHRONIC CRITERIA RATHER THAN TRADITIONALLY USED DIACHRONIC CRITERIA. THE APPROACH IS TYPOLOGICAL RATHER THAN GENETIC AND COMPARES THE NOMINAL MORPHOLOGICAL AND MORPHOPHONEMIC SYSTEMS OF SEVEN DIALECTS SELECTED TO PROVIDE A GEOGRAPHICAL SAMPLING OF THE CAVAVIAN GROUP. TRADITIONALLY THESE DIALECTS ARE CLASSED AS BEING EITHER CONSERVATIVE, HAVING MORPHOLOGICAL SYSTEMS CLOSER TO THE SYSTEM OF COMMON SLAVIC, OR INNOVATING, WITH SYSTEMS MORE DIVERGENT FROM COMMON SLAVIC. THE CAVAVIAN DIALECTS CAN BE SYNCHRONICALLY GROUPED ACCORDING TO GENDER AND CASE SYSTEMS OF THE PLURAL, CASE SYSTEMS OF THE SINGULAR, KINDS AND DISTRIBUTION OF CONSONANTAL ALTERNATIONS, AND PATTERNS OF ACCENTUAL ALTERNATION. WITH THE EXCEPTION OF ACCENTUAL SYSTEMS, THE CLASSIFICATION OF THESE DIALECTS ACCORDING TO THESE SYNCHRONIC CRITERIA CORRELATES CLOSELY WITH THAT CLASSIFICATION USING HISTORICAL CRITERIA. THIS ARTICLE WAS PUBLISHED IN "THE SLAVIC AND EAST EUROPEAN JOURNAL," VOLUME 10, NUMBER 4, 1966. (NC)

ED 011 381

AL DOD 386

PROGRAMED INSTRUCTION AND LANGUAGE LEARNING.

BY- LUELSDORFF, PHILIP A.

PUB DATE OCT 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- \*EXPERIMENTAL PROGRAMS, \*LANGUAGE INSTRUCTION, \*LEARNING THEORIES, \*PROGRAMED INSTRUCTION, COLLEGE LANGUAGE PROGRAMS, FRENCH, INDIANA UNIVERSITY, MULTIPLE CREDIT INTENSIVE AUDIOLINGUAL ELEMENTARY FRENCH,

PROGRAMED INSTRUCTION, A TEACHING METHOD WHICH INCORPORATES (1) A DETAILED SPECIFICATION OF TERMINAL BEHAVIOR, (2) A CAREFUL SEQUENCING OF THE MATERIAL INTO GRADED STEPS, AND (3) THE REINFORCEMENT OF STUDENT RESPONSE, WORKS MORE FAVORABLY IN CERTAIN INSTRUCTIONAL MEDIA THAN IN OTHERS. CARROLL AND SKINNER BELIEVE THAT SUCCESS IN PROGRAMED INSTRUCTION CAN BE RELATED TO RESPONDENT-OPERANT BEHAVIOR,

BUT NOAM CHOMSKY DISAGREES WITH THIS FUNCTIONAL APPROACH. IN AN EXPERIMENTAL PROGRAM CONDUCTED AT INDIANA UNIVERSITY FROM JUNE 1961 TO JUNE 1964, ALBERT VALDMAN AND HIS ASSOCIATES TESTED A PROGRAMED INSTRUCTION COURSE CALLED MULTIPLE CREDIT INTENSIVE AUDIOLINGUAL ELEMENTARY FRENCH, WHICH ALLOWED STUDENTS TO SET THEIR OWN RATE OF PROGRESS AND WHICH WAS EQUIVALENT TO THE FIRST THREE SEMESTERS OF CONVENTIONAL INTRODUCTORY FRENCH. THE AUTHOR CONCLUDED THAT VALDMAN'S COURSE SEEMED TO BE INCONSISTENT IN THE TYPE OF MATERIAL TAUGHT TO THE EXPERIMENTAL AND CONTROL GROUPS, AND DID NOT CONCRETELY PROVE THAT THE COURSE WOULD BE ECONOMICALLY VIABLE OR REDUCE TEACHER NEEDS. THIS ARTICLE IS A REPRINT FROM THE "PHILIPPINE JOURNAL FOR LANGUAGE TEACHING," VOLUME 3, NUMBERS 3 AND 4, OCTOBER 1965. (FB)

## ED 011 382

CG 000 048

REGIONAL CENTER FOR COLLECTION, SYNTHESIS AND DISSEMINATION OF CAREER INFORMATION FOR SCHOOLS OF SAN DIEGO COUNTY.

BY- GERSTEIN, MARTIN HOOVER, RICHARD  
AMERICAN PERSONNEL AND GUIDANCE ASSN., WASH., D.C.

PUB DATE 6 APR 66

EDRS PRICE MF-\$0.09 HC-\$1.12 28P.

DESCRIPTORS- \*INFORMATION DISSEMINATION, \*OCCUPATIONAL INFORMATION, \*PILOT PROJECTS, DISTRICT OF COLUMBIA, INFORMATION RETRIEVAL, JUNIOR COLLEGES, QUESTIONNAIRES, SAN DIEGO COUNTY, SECONDARY SCHOOLS.

THE PURPOSE OF THIS REGIONAL CENTER IS TO DEVELOP AN EFFICIENT SYSTEM OF PROVIDING CAREER INFORMATION TO SAN DIEGO COUNTY SCHOOLS. SIX JUNIOR COLLEGES ARE PARTICIPATING IN THE PILOT PROJECT. THE PROGRAM IS DIVIDED INTO TWO PHASES. THE FIRST IS THE COLLECTION AND SYNTHESIS OF OCCUPATIONAL INFORMATION BASED UPON STUDENT AND COUNSELOR PERCEPTIONS OF WHICH OCCUPATIONAL INFORMATION IS MOST VALUABLE, THE PREPARATION OF DATA ABOUT 55 OCCUPATIONS IN HOSPITAL CAREERS, THE DEVELOPMENT OF A WORKABLE, EFFICIENT, ECONOMICAL SYSTEM OF DISSEMINATION AND RETRIEVAL, AND THE PREPARATION OF AUXILIARY MATERIALS. THE SECOND IS THE EVALUATION OF THE EFFICACY OF THE "VIEWSCRIPT" MATERIAL IN ORDER TO REFINE THE CONTENT OF THE CARD MATERIAL, AND TO TEST THE EASE OF USE AND ACCEPTANCE BY STUDENTS AND FACULTY. A DESCRIPTION OF THE EQUIPMENT, MATERIALS, INSTRUCTIONS FOR THEIR USAGE, AND EVALUATION IN THE SCHOOLS PARTICIPATING IN THE PILOT PROJECT IS INCLUDED. THE FUTURE ACTIVITIES OF THE CENTER WILL INCLUDE EXPANDING THE "VIEWSCRIPT" APPROACH TO MANY OCCUPATIONS, FOLLOWING-UP OF GRADUATES OF LOCAL SECONDARY SCHOOL TECHNICAL AND VOCATIONAL PROGRAMS, AND SELECTING OF SECONDARY SCHOOLS TO RECEIVE THE "VIEWSCRIPT" MATERIALS. THIS SPEECH WAS PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (SESSION 266, NEW YORK, APRIL 6, 1966). (PS)

## ED 011 383

CG 000 052

A DESCRIPTIVE CLASS PROFILE REPORT ON THE FRESHMAN CLASS FOR THE 1965-1966 ACADEMIC YEAR. STUDENT PERSONNEL STUDIES, SECTION 6.

MIRACOSTA COLL., OCEANSIDE, CALIF.

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$1.36 34P.

DESCRIPTORS- \*COLLEGE FRESHMEN, \*JUNIOR COLLEGES, \*STUDENT CHARACTERISTICS, ACADEMIC APTITUDE, DEMOGRAPHY, NATIONAL

NORMS, OCEANSIDE, STATISTICAL DATA, STUDENT PERSONNEL WORK, TABLES (DATA).

THIS CLASS PROFILE REPORT, WHICH IS A COMPREHENSIVE DESCRIPTION OF THE MIRACOSTA COLLEGE 1965 FRESHMEN, IS INTENDED FOR THE USE OF COLLEGE OFFICIALS CONCERNED WITH ADMISSIONS, PUBLIC INFORMATION PROGRAMS, AND STUDENT PERSONNEL FUNCTIONS. STUDENT ACADEMIC POTENTIALS ARE SHOWN BY THE AMERICAN COLLEGE TEST SCORES AND HIGH SCHOOL GRADES. GOALS AND ASPIRATIONS WERE MEASURED IN TERMS OF MAJOR FIELD CHOICES, TENTATIVE VOCATIONAL CHOICES, PREFERRED VOCATIONAL ROLES, EDUCATIONAL ASPIRATION LEVELS AND COLLEGE GOALS. SURVEYS OF HOUSING EXPECTATIONS, CAMPUS TRANSPORTATION PLANS, PART-TIME WORK EXPECTATIONS, AND EXTRACURRICULAR PLANS WERE MADE TO ASSESS STUDENT PERSONNEL NEEDS. NONACADEMIC ACHIEVEMENTS IN SIX AREAS ARE DESCRIBED. RESPONSES TO QUESTIONS ON MIRACOSTA COLLEGE'S ADVANTAGES OR WHAT INFLUENCED STUDENT CHOICES ARE ORGANIZED UNDER FOUR MAIN HEADINGS--ATMOSPHERE AND REPUTATION, FACILITIES AND PROGRAMS, PERSONAL INFLUENCES, AND OTHER CONSIDERATIONS. A BRIEF STUDENT SOCIOLOGICAL DESCRIPTION WAS BASED UPON THE STUDENT'S TYPE OF HOME COMMUNITY, HIS RESIDENCE STATUS, AND HIS FAMILY FINANCIAL STATUS. THE RESULTS OF THE MIRACOSTA STUDENT PROFILES ARE CONSISTENT WITH NATIONAL NORMS. COMPLETE TABLES AND GRAPHS ARE INCLUDED IN THE REPORT. (PS)

## ED 011 384

CG 000 056

A REPORT ON THE LOW ABILITY STUDENT AT MIRACOSTA COLLEGE. STUDENT PERSONNEL STUDIES, SECTION 6.  
MIRACOSTA COLL., OCEANSIDE, CALIF.

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$0.76 19P.

DESCRIPTORS- \*FLEXIBLE PROGRESSION, \*JUNIOR COLLEGES, \*LOW ACHIEVERS, \*REMEDIATION PROGRAMS, \*STUDENT PERSONNEL WORK, AMERICAN COLLEGE TEST, NELSON DENNY READING TEST, OCEANSIDE, REMEDIAL INSTRUCTION, RESEARCH.

ADMINISTRATORS HAVE ACCEPTED THE REMEDIAL PROGRAM AS A LEGITIMATE FUNCTION OF JUNIOR COLLEGES. IN THE FALL OF 1964, MIRACOSTA COLLEGE IMPLEMENTED A THREE-TRACK PROGRAM CONSISTING OF (1) A REMEDIAL PROGRAM IN WHICH STUDENTS ARE REQUIRED TO TAKE REMEDIAL COURSES AND TO LIMIT COURSE SELECTION, (2) AN "UNREALISTIC TRANSFER" PROGRAM IN WHICH STUDENTS ARE STRONGLY RECOMMENDED TO TAKE REMEDIAL COURSES AND TO LIMIT COURSE SELECTION, AND (3) THE TRANSFER PROGRAM IN WHICH STUDENTS ARE FREE TO SELECT ANY COURSE. STUDENTS ARE ASSIGNED TO TRACKS ON THE BASIS OF THEIR AMERICAN COLLEGE TEST ENGLISH SCORE, THE NELSON-DENNY READING TEST SCORE, AND HIGH SCHOOL GRADES. TO EVALUATE THE REMEDIAL PROGRAM, THE PERFORMANCE OF A CONTROL GROUP OF 35 REMEDIAL LEVEL STUDENTS WHO ENTERED MIRACOSTA COLLEGE BEFORE THE REMEDIAL PROGRAM WAS BEGUN, WAS COMPARED WITH THE PERFORMANCE OF AN EXPERIMENTAL GROUP OF 38 REMEDIAL LEVEL STUDENTS WHO ENTERED THE REMEDIAL PROGRAM. THE COMPARISON WAS BASED UPON THE STUDENTS' COLLEGE ACADEMIC RECORDS, THE AVERAGE NUMBER OF SEMESTERS EACH GROUP PERSISTED IN COLLEGE, AND THE LENGTH OF COLLEGE TRAINING AS COMPARED TO THE HIGH SCHOOL GRADE POINT AVERAGE. THE CONCLUSIONS, TABULAR DATA FOR THIS RESEARCH PROJECT, AND AN EVALUATION OF THE THREE-TRACK PROGRAM ARE PRESENTED. (PS)



## ED 011 385

CG 000 065

HELP WANTED--VARIABLES RELATED TO AREAS OF INTEREST FOR ENTERING STUDENTS.

BY- HALL, EVERETTE BARGER, BEN  
FLORIDA UNIV., GAINESVILLE

REPORT NUMBER NHP-BULL-31

PUB DATE FEB 67

EDRS PRICE MF-\$0.09 HC-\$1.04 26P.

DESCRIPTORS- \*ADJUSTMENT PROBLEMS, \*COLLEGE STUDENTS, \*QUESTIONNAIRES, \*RESEARCH PROJECTS, \*STUDENT ADJUSTMENT, FAMILY BACKGROUND, MENTAL HEALTH, MENTAL HEALTH PROJECT (NHP), PARENT CHILD RELATIONSHIP, SELF CONCEPT, STUDENT ATTITUDES,

MANY STUDENTS ENTER COLLEGE WITH A SPECIFIC DEFICIT OR PROBLEM AREA WHICH WILL KEEP THEM FROM REALIZING THEIR POTENTIAL UNLESS SOME REMEDIAL ACTION IS TAKEN. A QUESTIONNAIRE WAS DEVELOPED TO IDENTIFY PROBLEM AREAS OR SPECIFIC DEFICITS, AND WAS ADMINISTERED TO 3,128 NEW STUDENTS TOGETHER WITH A QUESTIONNAIRE TO ASSESS STUDENT BACKGROUND AND EDUCATIONAL PLANS. FOR CONVENIENCE IN PRESENTATION AND DISCUSSION, THE DATA WERE DIVIDED INTO SECTIONS ON FAMILY BACKGROUND, STUDENT RESPONSIBILITY AND AUTONOMY, ATTITUDES TOWARD VOCATIONAL CHOICE, COMPONENTS OF SELF-CONCEPT, DEGREE OF INTEREST IN RECEIVING HELP, APPRAISAL OF PARENTS, SATISFACTION, SELF-DISCLOSURE TO PARENTS AND FRIENDS, AND SCHOOL AND ABILITY TEST RAW SCORES. IN ADDITION, FIVE MAIN AREAS OF STUDENT INTEREST IN RECEIVING HELP (BASED ON A 10-ALTERNATIVE QUESTION) WERE DEFINED. THESE FIVE AREAS WERE COMPARED WITH EACH QUESTION ON THE PROJECT QUESTIONNAIRE BY SIMPLE ANALYSIS OF VARIANCE. A SUMMARY OF THE RESULTS, SUGGESTIONS FOR FOLLOWUP OF THE SURVEY, DETAILED TABULAR DATA, AND A COPY OF THE PROJECT QUESTIONNAIRE ARE ALSO INCLUDED. (PS)

## ED 011 386

CG 000 067

A RESEARCH APPROACH TO ESTABLISHING PUPIL SERVICES.

BY- PERRONE, PHILIP A. GILBERTSON, CARLYLE W.

PUB DATE

67

EDRS PRICE MF-\$0.09 HC-\$0.84 21P.

DESCRIPTORS- \*PROFESSIONAL SERVICES, \*PROGRAM DEVELOPMENT, \*RESEARCH PROJECTS, \*STUDENT PERSONNEL PROGRAMS, BEHAVIOR RATING SCALES, CONSULTANTS, EVALUATION TECHNIQUES, STUDENT EVALUATION, STUDENT NEEDS, TABLES (DATA), WISCONSIN,

THE AUTHORS STATE THAT A MORE COMPREHENSIVE APPROACH FOR DETERMINING PUPIL PERSONNEL AND RELATED SERVICES NEEDED IN A SCHOOL SYSTEM IS DESIRABLE. THIS STUDY TOOK PLACE IN THE WISCONSIN COOPERATIVE EDUCATION SERVICE AGENCY 13 AND INVOLVED 87 PERCENT OF THE TEACHERS IN 30 SCHOOLS. THESE TEACHERS IDENTIFIED 2,300 PUPILS IN NEED OF REMEDIAL HELP. FROM THIS NUMBER, A RANDOM SAMPLE OF 265 PUPILS STRATIFIED BY GRADE LEVEL WAS DRAWN AND THEIR RECORDS WERE TURNED OVER TO 10 DIFFERENT PUPIL PERSONNEL, HEALTH, AND ADMINISTRATIVE SPECIALISTS. THESE SPECIALISTS THEN CHECKED ONE OF SIX BEHAVIORAL CATEGORIES (RICE, 1963) TYPIFYING EACH PUPIL'S BEHAVIOR AND INDICATED WHAT SHOULD BE DONE BY MEMBERS OF THE VARIOUS SPECIALTIES FOR THE PUPIL. THE PUPIL AND TEACHER INFORMATION, THE SPECIALIST'S TREATMENT OF THIS INFORMATION, AND A SURVEY OF THE PERSONNEL AND RELATED SERVICES OF THE SCHOOLS AND COMMUNITIES WERE TURNED OVER TO FIVE CONSULTANTS

FOR REVIEW. THE CONSULTANTS THEN MET WITH THE INVESTIGATORS AND THE AGENCY COORDINATOR TO DEVELOP GENERAL GUIDELINES FOR THE SCHOOL PROGRAM AND FOR FORMULATION AND IMPLEMENTATION OF THE PROGRAM, AND TO DETERMINE THE PUPIL PERSONNEL TEAM COMPOSITION, ITS COST, AND THE COORDINATION OF ITS MEMBERS. (FS)

## ED 011 387

CG 000 068

COORDINATING HOSPITAL AND COMMUNITY WORK ADJUSTMENT SERVICES. FINAL REPORT.

BY- GOERTZEL, VICTOR AND OTHERS

CAMARILLO STATE HOSPITAL, CALIF.

JEWISH VOCATIONAL SERVICE, LOS ANGELES

PUB DATE JAN 67

EDRS PRICE MF-\$0.18 HC-\$3.00 75P.

DESCRIPTORS- \*REHABILITATION PROGRAMS, \*SCHIZOPHRENIA, \*VOCATIONAL REHABILITATION, CAMARILLO, CAMARILLO STATE HOSPITAL, COMMUNITY INVOLVEMENT, COMMUNITY RESOURCES, LOS ANGELES, PILOT PROJECTS, REHABILITATION COUNSELING,

THE GOALS OF THIS STUDY WERE TO USE WORK TO HELP PATIENTS LEAVE THE CAMARILLO STATE HOSPITAL SOONER, BECOME A PART OF THE COMMUNITY, AND BECOME SELF-SUPPORTING. THE PROJECT SELECTED 146 SCHIZOPHRENIC MALES WHO HAD A HISTORY OF POOR WORK ADJUSTMENT. AS PART OF THE TREATMENT, THE MEN WERE PLACED IN THE HOSPITAL BAKERY. AFTER ADJUSTMENT TO THE WORK SITUATION IN THE BAKERY AND AFTER GROUP AND INDIVIDUAL COUNSELING, THE MEN WERE RELEASED TO THE COMMUNITY. THEY WERE EMPLOYED BY THE HANDCRAFT INDUSTRIES OF THE JEWISH VOCATIONAL SERVICE AS THE SECOND PHASE OF THE PROJECT TO INCREASE THEIR LEVEL OF FUNCTIONING IN AND ADJUSTMENT TO A WORK SITUATION. DETAILS OF THE PROBLEMS ENCOUNTERED WITHIN THE HOSPITAL BAKERY AND OTHER DEPARTMENTS, AND OF ARRANGING COMMUNITY LIVING FACILITIES ARE GIVEN. OF THE MEN INVOLVED IN THE PROJECT, 89 LEFT THE HOSPITAL, 63 STAYED OUT FOR 6 MONTHS, AND 31 BECAME SELF-SUPPORTING. THE PROJECT IS OFFERED AS A MODEL FOR VOCATIONAL REHABILITATION THROUGH AGENCY COOPERATION AND HOSPITAL PROGRAMS. (HS)

## ED 011 388

CG 000 064

PERSONALITY AND MOTIVATION IN REHABILITATION.

BY- BARRY, JOHN R. AND OTHERS

PUB DATE JAN 67

EDRS PRICE MF-\$0.09 HC-\$0.84 21P.

DESCRIPTORS- \*MOTIVATION, \*PHYSICALLY HANDICAPPED, \*REHABILITATION, \*SOCIAL ATTITUDES, \*WORK ATTITUDES, BAY PINES, FACTOR ANALYSIS, FLORIDA, FOLLOWUP STUDIES, SELF CONCEPT, VETERANS ADMINISTRATION CENTER,

THIS STUDY WAS CONCERNED WITH DISCOVERY OF SOME PSYCHOLOGICAL REFERENTS TO ESTABLISH RATINGS OF PATIENT MOTIVATION FOR RECOVERY AND RETURN TO WORK. CRITERION RATINGS OF THIS MOTIVATION, BASED UPON FOLLOWUP DATA, WERE COMPARED WITH A VARIETY OF PSYCHOLOGICAL ASSESSMENT DATA OBTAINED A YEAR BEFORE THE CRITERION DATA WERE COLLECTED. STRONG PATIENT MOTIVATION FOR RECOVERY AND RETURN TO WORK WAS ASSOCIATED WITH FAVORABLE ATTITUDES TOWARD SELF, WITH A SMALL DISCREPANCY BETWEEN RATINGS OF REAL AND IDEAL SELF, WITH INTELLIGENCE, WITH ATTITUDES OF SOCIAL RESTRAINT, AND WITH AN INTEREST IN PEOPLE AND IN GETTING ALONG WITH THEM. (AUTHOR)

ED 011 389

CS 000 085

PREPARATION FOR SUCCESSFUL ADULT LIFE.  
BY- GACHEL, MARY H.  
NORMAN SCHOOL DISTRICT, OKLA.

PUB DATE FEB 66

EDRS PRICE MF-\$0.18 HC-\$2.55 64P.

DESCRIPTORS- \*DATING (SOCIAL), \*GROUP GUIDANCE, \*SELF CONCEPT, \*SEX EDUCATION, \*SOCIAL RELATIONS, HIGH SCHOOL STUDENTS, MARRIAGE, NORMAN, PILOT PROJECTS,

THIS REPORT PRESENTS IN CHRONOLOGICAL SEQUENCE THE DEVELOPMENT OF A GROUP-GUIDANCE PILOT STUDY IN NORMAN HIGH SCHOOL, NORMAN, OKLAHOMA. THE PURPOSE OF THE PROJECT IN THE 1964-65 SCHOOL YEAR WAS TO USE THE SCHOOL COUNSELING STAFF AND COMMUNITY CONSULTANTS IN A STUDY OF AREAS OF PERSONAL RELATIONSHIPS. IT WAS HOPED THAT STUDENTS IN SUCH A GROUP WOULD GAIN KNOWLEDGE IN BOY-GIRL RELATIONSHIPS AND SELF-UNDERSTANDING TO BETTER PREPARE THEM FOR ADULT LIFE. AFTER A SCHOOL-WIDE QUESTIONNAIRE WHICH SHOWED THAT 92 PERCENT OF THE STUDENTS FAVORED SUCH A PROGRAM, 29 BOYS AND GIRLS WERE SELECTED ON A VOLUNTEER BASIS. THE PROGRAM CONSISTED OF PRESENTATIONS AND DISCUSSION SESSIONS ON (1) EMOTIONS, (2) THE FUNCTIONS AND NEEDS OF THE BODY, (3) DATING, (4) MARRIAGE, AND (5) MORAL AND SPIRITUAL CODES IN BOY-GIRL RELATIONSHIPS. STUDY SHEETS OF QUESTIONS WERE GIVEN TO THE STUDENTS BEFORE EACH SESSION TO PROVIDE STIMULUS FOR FURTHER QUESTIONS AND DISCUSSION. EXAMPLES OF THESE STUDY SHEETS AND THE STUDENTS' QUESTIONS ARE PRESENTED. AT A FINAL EVALUATION SESSION, 27 OF THE 29 STUDENTS INDICATED ON AN ANONYMOUS QUESTIONNAIRE THAT THE PROGRAM SHOULD BE OFFERED TO ALL HIGH SCHOOL STUDENTS. (HS)

ED 011 390

CS 000 086

GROUP VERSUS INDIVIDUAL MEASURES.  
BY- TRISHEN, DONALD A.

PUB DATE 23 MAR 67

EDRS PRICE MF-\$0.09 HC-\$0.32 8P.

DESCRIPTORS- \*CURRICULUM EVALUATION, \*CURRICULUM RESEARCH, \*GROUPS, \*MEASUREMENT TECHNIQUES, \*RESEARCH METHODOLOGY, DALLAS.

THE AUTHOR STATES THAT INFORMATION LOSS IN CURRICULUM EVALUATION IS RELATED TO THE ASSUMPTION THAT GROUP MEASURES AND AVERAGES OF INDIVIDUAL MEASURES ARE INTERCHANGEABLE IN YIELDING IDENTICAL INFORMATION. TYPES OF RELATIONSHIPS BETWEEN GROUP AND INDIVIDUAL MEASURES ARE LISTED. THE AUTHOR DISCUSSES ONE OF THESE TYPES OF RELATIONSHIPS, SPECIFICALLY, THE SITUATION IN WHICH THERE IS NO INDIVIDUAL MEASURE FROM WHICH THE GROUP MEASURE IS DERIVED, AND EXAMPLES OF THIS TYPE OF MEASURE. OF PRIMARY IMPORTANCE TO EVALUATION STUDIES IS THE EXTENT TO WHICH RESULTS WOULD BE ALTERED BY USING GROUP MEASURES INSTEAD OF, OR IN ADDITION TO, INDIVIDUAL MEASURES. SINCE VARIOUS MEASUREMENT CHOICES CAN RESULT IN DIFFERENT CONCLUSIONS AND RECOMMENDATIONS, CURRICULUM EVALUATION STUDIES SHOULD BE AUGMENTED TO INCLUDE BOTH INDIVIDUAL AND GROUP MEASURES OF VARIOUS TYPES. THESE VARIOUS APPROACHES WOULD YIELD DIFFERENT INFORMATION AND SHOULD PROVIDE A BETTER UNDERSTANDING OF THE COMPLEXITIES OF THE CLASSROOM SITUATION. THIS PAPER WAS PREPARED FOR THE SYMPOSIUM, "EVALUATION OF FEDERALLY FUNDED PROGRAMS IN OUR SCHOOLS," AT THE MEETING OF THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION (DALLAS,

MARCH 23, 1967). (PS)

ED 011 391

CS 000 087

PERSONALITY AND MOTIVATIONAL FACTORS IN RESPONSES TO AN ENVIRONMENTAL DESCRIPTION SCALE.

BY- MARKS, EDMOND

GEORGIA INST. OF TECHNOLOGY, ATLANTA

REPORT NUMBER GIT-RN-67-1

PUB DATE MAR 67

EDRS PRICE MF-\$0.09 HC-\$1.40 35P.

DESCRIPTORS- \*COLLEGE STUDENTS, \*ENVIRONMENT, \*STUDENT ATTITUDES, \*TEST VALIDITY, ATLANTA, EVALUATION, PACE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES (CUES), RESEARCH PROJECTS, STATISTICAL ANALYSIS, TABLES (DATA), TESTS.

MANY OF THE 150 ITEMS FORMING THE PACE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES (CUES), AN INSTRUMENT FOR ASSESSING COLLEGE STUDENT PERCEPTIONS OF THEIR ENVIRONMENT, FALL WITHIN THE CATEGORY OF HIGH RESPONSE VARIABILITY (50 PERCENT TRUE AND 50 PERCENT FALSE RESPONSES). THE AUTHOR HYPOTHESIZED THAT THIS VARIABILITY IS ATTRIBUTABLE TO CERTAIN CHARACTERISTICS OF THE ITEMS AND OF THE RESPONDENTS. TO TEST THIS NOTION, THE RESPONSES OF 570 GEORGIA INSTITUTE OF TECHNOLOGY FRESHMEN TO THE CUES ITEMS WERE RELATED TO FOUR CHARACTERISTICS OF THE ITEMS, PERSONALITY AND MOTIVATIONAL VARIABLES, AND THE STUDENTS' REPORTED FAMILIARITY WITH THE GEORGIA INSTITUTE OF TECHNOLOGY ENVIRONMENT. A COMPLETE DESCRIPTION OF ALL VARIABLES, THE GROUPING AND ANALYSIS PROCEDURES, AND DISCUSSION OF RESULTS ARE INCLUDED. TWO ITEM PARAMETERS (PACE'S DEFINITION OF ITEM CONTENT, AND THE MEAN CERTITUDE THAT STUDENTS ASSIGNED TO THE ACCURACY OF THEIR ITEM RESPONSE) AND THE 11 PERSONALITY AND MOTIVATIONAL FACTORS WERE FOUND TO BE RELATED TO ITEM RESPONSE AND ITEM VARIANCE. ENVIRONMENT FAMILIARITY AND AMBIGUITY WERE NOT RELATED TO ITEM RESPONSE AND ITEM VARIANCE. REFERENCES, TABLES, PACE'S DESCRIPTIONS OF FIVE CUES SCALES, AND A SUMMARY OF 25 CUES ITEMS AND THEIR ITEM PARAMETERS ARE APPENDED TO THE REPORT. (PS)

ED 011 392

CS 000 088

CRITERIA ON STUDENT DEVELOPMENT.

BY- PANOS, ROBERT J.

PUB DATE 21 MAR 67

EDRS PRICE MF-\$0.09 HC-\$0.32 13P.

DESCRIPTORS- \*EDUCATIONAL OBJECTIVES, \*MEASUREMENT TECHNIQUES, \*RESEARCH CRITERIA, \*STUDENT COLLEGE RELATIONSHIP, \*STUDENT DEVELOPMENT, COLLEGE STUDENTS, DALLAS, HIGHER EDUCATION, STUDENT BEHAVIOR.

THE AUTHOR STATES THAT DETERMINING THE CRITERIA RELEVANT TO THE EDUCATION PROCESS IS EQUIVALENT TO DEFINING OBJECTIVES OF HIGHER EDUCATION. THE TRADITIONAL APPROACH TO DEFINING CRITERIA HAS BEEN TO SPECIFY FROM CONCEPTUAL CRITERIA (EDUCATIONAL OBJECTIVES), THE CRITERION PERFORMANCE. AN IMPROVED APPROACH USES A CLASSIFICATION SCHEME TO ORGANIZE THE GLOBAL CONTENT OF ABSTRACT STATEMENTS OF EDUCATIONAL GOALS INTO AREAS OF RESEARCH INTEREST SO THAT CRITERION PERFORMANCES CAN BE SPECIFIED WITHIN THE CONTENT OF A PARTICULAR STUDY OF RESEARCH-PROGRAMS. A SIMPLE EXAMPLE OF SUCH A CLASSIFICATION WOULD INCLUDE COGNITIVE OUTCOMES SUCH AS STUDENTS' KNOWLEDGE AND AFFECTIVE OUTCOMES SUCH AS

MOTIVATION AND VALUES. THE CRITERION DEFINITION SHOULD MAKE SENSE WITH REGARD TO THE PROBLEM BEING INVESTIGATED AND TO THE POSSIBLE APPLICATIONS OF THE FINDINGS. THE AUTHOR FURTHER STATES THAT ALL RESEARCH PROGRAMS SHOULD BE FLEXIBLE ENOUGH TO INCLUDE, IF NECESSARY, EDUCATIONAL OUTCOMES NOT CONSIDERED IN THE ORIGINAL DESIGN. TWO-BY-TWO CLASSIFICATION OF A FRESHMAN INPUT SURVEY INCLUDED--(1) ASSESSMENT OF INTELLECTUAL OUTCOMES SUCH AS GRADE POINT AVERAGES, (2) EVALUATION OF CHANGES IN THE AREAS OF STUDENT VALUES, ATTITUDES, AND PERSONALITY, (3) THE PROCESS OF VOCATIONAL CHOICE, AND (4) LASTING OUTCOMES OF STUDENT BEHAVIOR. THIS PAPER WAS PRESENTED AT THE SYMPOSIUM, "IMPLICATIONS OF A PROGRAM OF RESEARCH ON STUDENT DEVELOPMENT IN HIGHER EDUCATION," AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION MEETINGS (DALLAS, MARCH 21, 1967). (P8)

## ED 011 393

CG 000 089

NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN, FALL, 1966.  
BY- ASTIN, ALEXANDER W. AND OTHERS  
AMERICAN COUNCIL ON EDUCATION, WASHINGTON, D.C.  
REPORT NUMBER ACE-RR-VOL-2-NO-1-1967 PUB DATE 67  
EDRS PRICE MF-\$0.09 HC-\$2.12 53P.

DESCRIPTORS- \*COLLEGE FRESHMEN, \*DATA COLLECTION, \*NATIONAL NORMS, \*STATISTICAL SURVEYS, \*STUDENT CHARACTERISTICS, DISTRICT OF COLUMBIA, TABLES (DATA).

THIS REPORT PRESENTS NATIONAL NORMATIVE DATA ON THE CHARACTERISTICS OF THE ENTERING COLLEGE FRESHMEN OF 1966 AND COMPARATIVE DATA ON THE CHARACTERISTICS OF STUDENTS ENTERING DIFFERENT TYPES OF INSTITUTIONS. THE METHOD USED FOR SELECTING THE SAMPLE OF 251 INSTITUTIONS IS BRIEFLY SUMMARIZED. A STUDENT INFORMATION FORM WAS GIVEN TO 254,480 FIRST-TIME, FULL-TIME ENTERING FRESHMEN STUDENTS OF THESE INSTITUTIONS. THE ITEMS OF INFORMATION ARE SHOWN IN 21 PAGES OF NORMATIVE DATA. SEVEN PAGES OF SEPARATE ITEM DATA ARE REPORTED FOR MALES, FEMALES, AND ALL STUDENTS. EACH OF THE 21 PAGES SHOWS THE WEIGHTED NATIONAL NORMS FOR EACH OF 13 GROUPS OF INSTITUTIONS. A COPY OF THE 1966 STUDENT INFORMATION FORM, AN ACTUAL INSTITUTIONAL REPORT, AND A TABLE LISTING PARTICIPATING INSTITUTIONS ARE INCLUDED IN THE APPENDIX. (P8)

## ED 011 394

CG 000 090

SUPPLEMENTARY NATIONAL NORMS FOR FRESHMEN ENTERING COLLEGE IN 1966.  
BY- ASTIN, ALEXANDER W. AND OTHERS  
AMERICAN COUNCIL ON EDUCATION, WASHINGTON, D.C.  
REPORT NUMBER ACE-RR-VOL-2-NO-3-1967 PUB DATE 67  
EDRS PRICE MF-\$0.09 HC-\$1.00 25P.

DESCRIPTORS- \*COLLEGE FRESHMEN, \*DATA COLLECTION, \*NATIONAL NORMS, \*STATISTICAL SURVEYS, \*STUDENT CHARACTERISTICS, DISTRICT OF COLUMBIA, TABLES (DATA).

THE DATA PRESENTED IN THIS REPORT WERE COMPILED IN CONJUNCTION WITH A PROGRAM OF LONGITUDINAL RESEARCH INITIATED BY THE OFFICE OF RESEARCH OF THE AMERICAN COUNCIL ON EDUCATION (ACE). THE PURPOSE OF THIS PROGRAM, INCLUDING THE SAMPLING TECHNIQUE AND OTHER TECHNICAL CONSIDERATIONS WERE PRESENTED IN AN EARLIER REPORT (ACE RESEARCH REPORT, VOLUME 2, NUMBER 1, 1967). THE PURPOSE OF THIS REPORT IS TO MAKE AVAILABLE ADDITIONAL STATISTICS ON NATIONAL NORMS OF COLLEGE

STUDENT CHARACTERISTICS. THE REPORT CONTAINS REGIONAL NORMS LISTED SEPARATELY FOR MALES, FEMALES, AND ALL FRESHMEN, AS WELL AS NATIONAL NORMS ARRANGED FOR EACH OF SEVEN ADDITIONAL COLLEGE GROUPS. TO PROVIDE A MORE REPRESENTATIVE SAMPLE OF THE PREDOMINATELY NEGRO COLLEGE GROUP, THE ORIGINAL SAMPLE, WHICH INCLUDED NINE NEGRO COLLEGES, WAS INCREASED TO 14. A COPY OF THE STUDENT INFORMATION FORM IS INCLUDED. (P8)

## ED 011 395

CG 000 091

SELF ESTEEM BECAUSE OF COLLEGIATE ADMISSION AND EDUCATION.  
BY- TIEDEMAN, DAVID V.  
HARVARD UNIV., CAMBRIDGE, MASS.

PUB DATE 23 MAR 67

GRANT OEG-1-6-061819-2240  
EDRS PRICE MF-\$0.09 HC-\$0.64 16P.

DESCRIPTORS- \*ADMISSION CRITERIA, \*COLLEGE STUDENTS, \*SELF ESTEEM, \*STUDENT DEVELOPMENT, CAMBRIDGE, SELF CONCEPT, STUDENT COLLEGE RELATIONSHIP.

THE AUTHOR FEELS THAT SELF-ESTEEM CAN BE BOTH A PREDICTOR AND A CRITERION OF COLLEGE SUCCESS. THE CONCEPT OF SELF CONSISTS OF SELF-CONCEPTION, IMPRESSIONS WHICH AN INDIVIDUAL ATTRIBUTES TO HIMSELF, AND SELF-CONSISTENCY, THE CORRESPONDENCE BETWEEN THE PERSON'S IDEAL PICTURE OF HIMSELF AND THE PERCEPTION OF HIS REAL SELF. IN THE PROCESS OF THE ATTAINMENT OF IDENTITY BY MEANS OF CHOICE, A PERSON BECOMES MORE AWARE THAT HIS LINKAGE OF PREFERENCE AND GROUP MEMBERSHIP IS ACTUALLY EMBEDDED WITHIN THE FORMATION OF HIS SELF-CONCEPT. THROUGH MODIFICATION OF THE SELF-CONCEPT, A PERSON IS MADE PROGRESSIVELY AWARE OF HIS OWN RESPONSIBILITY FOR CHOICE. A SUCCESSFUL EXPERIENCE FOR THE COLLEGE AND THE STUDENT EXISTS WHEN DISCONTINUITIES INHERENT IN THE COLLEGE EXPERIENCE BECOME INTEGRATED INTO THE STUDENT'S PERSONALITY WITHOUT LOSS OF SELF-ESTEEM. THE CRITERION OF SELF-ESTEEM IN COLLEGIATE EDUCATION SHOULD BE MEASURED IN RELATION TO THE SELF-ESTEEM WHICH THE STUDENT CONTINUES TO MANIFEST DURING HIS EDUCATION. SUGGESTIONS FOR USING THE PREDICTIVE QUALITIES OF SELF-ESTEEM IN COLLEGE ADMISSIONS ARE GIVEN. ELEMENTS OF THE TRANSPOSITION OF SELF-ESTEEM FROM THE PRECOLLEGE DISCONTINUITY TO THE COLLEGIATE CONTINUITY ARE KNOWLEDGE, PREPARATION, LEARNING CAPACITY, MOTIVATION, AND INITIATIVE. THIS PAPER WAS PREPARED FOR THE SYMPOSIUM, "SELF-ESTEEM--PREDICTOR OR CRITERION OF COLLEGE SUCCESS," AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION MEETINGS (DALLAS, MARCH 21-23, 1967). (P8)

## ED 011 396

CG 000 092

MOTIVATING AND EDUCATING THE STUDENT LIVING IN A POOR NEIGHBORHOOD, A SCHOOL-FAMILY APPROACH.  
BY- ZWIEBELSON, I.

PUB DATE JUN 65

EDRS PRICE MF-\$0.18 HC-\$4.92 123P.

DESCRIPTORS- \*ACADEMIC ACHIEVEMENT, \*DISADVANTAGED YOUTH, \*GIFTED, \*PARENT COUNSELING, APTITUDE TESTS, BIBLIOGRAPHIES, COUNSELING, FAMILY SCHOOL RELATIONSHIP, INTERVIEWS, NATIONAL DEFENSE EDUCATION ACT, NDEA TITLE V A, NEW ROCHELLE, NEW ROCHELLE TALENT SEARCH PROJECT, PROGRAM EVALUATION, QUESTIONNAIRES, TABLES (DATA).

THE NEW ROCHELLE TALENT SEARCH PROJECT ATTEMPTED TO



INVOLVE PARENTS AND STUDENTS IN A FAMILY COUNSELING PROGRAM IN ORDER TO STIMULATE MOTIVATION FOR IMPROVED SCHOOL PERFORMANCE AND IMPROVED PLANNING FOR THE FUTURE. THE REPORT SUMMARIZES 6 YEARS OF EXPERIENCE, EXPERIMENTATION, AND STUDY, AND IS A COMPILATION OF THE FINDINGS OF SIX DIFFERENT PROJECTS WITH A COMMON SET OF PURPOSES AND GOALS. FOR THE PRELIMINARY SURVEY, A SAMPLE CONSISTING OF 81 NINTH-GRADE STUDENTS FROM POOR NEIGHBORHOODS WERE GIVEN THE DIFFERENTIAL APTITUDE TESTS (DAT), AND THEIR PARENTS WERE INTERVIEWED BY A COUNSELOR USING A STANDARD INTERVIEW SCHEDULE TO OBTAIN DATA ON FAMILY STATISTICS, STUDENT CHARACTERISTICS, AND PARENTS' OPINIONS. THE FAMILIES OF 40 YOUNGSTERS WHO RECEIVED HIGH DAY SCORES PARTICIPATED IN A PROGRAM CONSISTING OF AN "INTAKE" INTERVIEW, AN ORIENTATION SESSION, ONE TO SIX INDIVIDUAL CONFERENCES, AND SEVEN GROUP SESSIONS. TALENT SEARCH PROJECTS FOR THE FOLLOWING 4 YEARS CONTINUED TO UTILIZE THE SAME GENERAL PROJECT APPROACH. PROGRAM RESULTS AND PROGRAM EVALUATION ARE DISCUSSED AND BIBLIOGRAPHIES, PARENTAL INTERVIEW SCHEDULES, TABLES, AND EVALUATION SHEETS ARE INCLUDED IN THE REPORT. (PS)

ED 011 397

CG 000 093

CHARACTERISTICS OF STUDENTS IN THE HEALTH RELATED PROFESSIONS.

BY- DUNTEMAN, GEORGE H. AND OTHERS

FLORIDA UNIV., GAINESVILLE, REG. REHABIL. RES.INST

REPORT NUMBER RR-MONGR-NO-2-JUN-66

PUB DATE JUN 66

EDRS PRICE MF-\$0.18 HC-\$2.44 61P.

DESCRIPTORS- \*INTEREST TESTS; \*STUDENT CHARACTERISTICS, CAREER CHOICE, COLLEGE STUDENTS, FACTOR ANALYSIS, GAINESVILLE, MINNESOTA MULTIPHASIC PERSONALITY INVENTORY, PARAMEDICAL OCCUPATIONS, PERSONALITY ASSESSMENT, REHABILITATION RESEARCH INSTITUTE, STRONG VOCATIONAL INTEREST BLANK.

THIS MONOGRAPH PRESENTS A PORTION OF A LONGITUDINAL STUDY BEING CONDUCTED BY THE REHABILITATION RESEARCH INSTITUTE AT THE UNIVERSITY OF FLORIDA. THE TOTAL PROGRAM ATTEMPTS TO IDENTIFY THE CHARACTERISTICS OF STUDENTS IN EACH OF THE HEALTH RELATED PROFESSIONS. THE CHARACTERISTICS SOUGHT ARE THOSE WHICH DISCRIMINATE ONE PROFESSION FROM ANOTHER AND THOSE WHICH LEAD TO PROFESSIONAL SUCCESS. FRESHMAN AND SOPHOMORE FEMALE STUDENTS WHO EXPRESSED A CAREER CHOICE OF OCCUPATIONAL THERAPY, PHYSICAL THERAPY, MEDICAL TECHNOLOGY, OR OTHER HEALTH PROFESSIONS COMPRISED THE SAMPLE. DATA ON THESE STUDENTS WERE COLLECTED USING A NUMBER OF INSTRUMENTS INCLUDING THE MINNESOTA MULTIPHASIC PERSONALITY INVENTORY (MMP1) AND STRONG VOCATIONAL INTEREST BLANK, FEMALE FORM (SVIB). DETAILED ANALYSES OF THE TESTS, INCLUDING FACTOR ANALYSIS OF THE MMP1 AND SVIB, WERE CONDUCTED. DISCRIMINANT ANALYSIS USING A D-SQUARE TEST OF THE FIVE MEASURES WAS USED IN AN ATTEMPT TO DISTINGUISH STUDENTS SELECTING EACH OF THE FOUR PROFESSIONAL FIELDS. THE RESEARCHERS FOUND THE SVIB TO DISCRIMINATE MOST EFFECTIVELY. FUTURE PLANS INCLUDE CONTINUING RESEARCH WITH STUDENTS FOUND TO BE SUCCESSFUL IN THE ACADEMIC AND CLINICAL ASPECTS OF THE HEALTH PROFESSIONS. PREDICTIVE EQUATIONS OF ACADEMIC SUCCESS AND JOB SUCCESS ARE EXPECTED TO AID COUNSELING OF STUDENTS INTERESTED IN THE HEALTH RELATED PROFESSIONS. (HS)

ED 011 398

EA 000 132

POSITION PAPER ON MIDDLE SCHOOL.

BY- RANKIN, HAROLD J.

PUB DATE NOV 66

EDRS PRICE MF-\$0.09 HC-\$1.36 34P.

DESCRIPTORS- \*GRADE ORGANIZATION, \*MIDDLE SCHOOLS, ADOLESCENTS, AGE GROUPS, BUILDING INNOVATION, CURRICULUM DEVELOPMENT, DEWITT, GRADE 6, GRADE 7, GRADE 8, GUIDANCE COUNSELING, INDIVIDUAL DEVELOPMENT, INDIVIDUAL DIFFERENCES, MASTER TEACHERS, STUDENT ADJUSTMENT.

IN 1963, THE JAMESVILLE-DEWITT BOARD OF EDUCATION ORDERED THE INVESTIGATION OF VARIOUS SCHOOL ORGANIZATION PROGRAMS TO DETERMINE WHICH PROGRAM OFFERED THE BEST OPPORTUNITY FOR STUDENT GROWTH. THE INVESTIGATION CONCLUDED THAT A MIDDLE SCHOOL ORGANIZATION (5-4-3 GRADE DIVISION) WOULD MORE EFFICIENTLY FULFILL STUDENT GROWTH NEEDS. SIXTH-GRADE STUDENTS BEGIN A NEW ADOLESCENT CYCLE AND REQUIRE SPECIALIZED FACILITIES, INDIVIDUALIZED PROGRAMS, AND MASTER TEACHERS (TRAINED IN TEACHING METHODOLOGY AND PARTICULAR DISCIPLINES) WHICH MIDDLE SCHOOLS CAN OFFER. THE MIDDLE SCHOOL PLACES GRADES 6 AND 8 IN MORE NATURAL SETTINGS AND ALLOWS FOR EASIER SOCIOLOGICAL ADJUSTMENTS. ORGANIZATIONAL CHANGES MEAN LITTLE, HOWEVER, WITHOUT FACILITY AND CURRICULUM CHANGE. CONSEQUENTLY, A CURRICULUM COUNCIL RECOMMENDED THAT EACH MIDDLE SCHOOL CONSIST OF 3 SUBSCHOOLS OF APPROXIMATELY 325-350 PUPILS, WITH AN ORGANIZATION FOR DEALING WITH INDIVIDUAL BEHAVIOR PROBLEMS. THE MIDDLE SCHOOL CURRICULUM SEEKS TO AVOID THE REGIMENTATION OF GRADE SCHOOL AND THE PRESSURES OF HIGH SCHOOL AND TO PROVIDE FLEXIBILITY FOR INDIVIDUAL DEVELOPMENT. MASTER TEACHERS AND EFFICIENT GUIDANCE PROGRAMS FURNISH THE KEY TO ACADEMIC, SOCIAL, AND EMOTIONAL STUDENT DEVELOPMENT IN GRADES 6, 7, AND 8. INCLUDED IN THE DOCUMENT IS A RECENT TEXAS STUDY OF 7-8, 7-8-9, AND 6-7-8 GRADE PLANS LISTING THE STRENGTHS AND LIMITATIONS OF EACH. (GB)

ED 011 399

EA 000 171

EXPECTATIONS FOR THE SCHOOL BOARD ROLE.

BY- LIPMAN, JAMES M. AND OTHERS

WISCONSIN UNIV., MADISON

REPORT NUMBER BR-5-0338

PUB DATE JAN 67

EDRS PRICE MF-\$0.09 HC-\$1.24 31P.

DESCRIPTORS- \*BOARD OF EDUCATION ROLE, \*EDUCATIONAL PROGRAMS, \*OPINIONS, \*SCHOOL DISTRICT SPENDING, DEMOGRAPHY, FEDERAL AID, INTERVIEWS, MADISON, POLITICAL INFLUENCES, PUBLIC OFFICIALS, RELIGIOUS FACTORS, SCHOOL COMMUNITY RELATIONSHIP, SCHOOL DISTRICTS, SOCIOECONOMIC STATUS, STUDENTS, TABLES (DATA), TEACHER SALARIES, TEACHERS, WISCONSIN SCHOOL DISTRICTS.

WITHIN 12 WISCONSIN SCHOOL DISTRICTS, THE FOLLOWING GROUPS PROVIDED DATA IN AN INVESTIGATION OF THE EXPECTATIONS FOR THE SCHOOL BOARD ROLE--(1) 1,794 CITIZENS, (2) ALL MAYORS, CITY MANAGERS OR VILLAGE PRESIDENTS, CITY OR VILLAGE COUNCILMEN, AND TOWNSHIP CHAIRMEN WITHIN EACH DISTRICT, (3) 20 RANDOMLY SELECTED TEACHERS FROM EACH DISTRICT, AND (4) ALL SCHOOL BOARD MEMBERS. ONLY A SAMPLE OF FINDINGS WAS REPORTED, AS TOTAL RESULTS OF THE STUDY WERE TO BE PRESENTED IN AUGUST, 1967. DEMOGRAPHIC VARIABLES, PERSONAL CHARACTERISTICS OF THE

BOARD MEMBERS, RELIGIOUS AND POLITICAL PARTY AFFILIATION, AND SOCIOECONOMIC STATUS WERE FOUND TO BE ASSOCIATED WITH THE KIND OF EXPECTATIONS HELD FOR THE SCHOOL BOARD MEMBER. WHEN CONSIDERING THE FOUR GROUP CLASSIFICATION VARIABLES, THE SCHOOL BOARD MEMBER GROUP TENDED TO ATTACH LESS IMPORTANCE TO THEIR DECISION-MAKING ROLE THAN DID THE OTHER THREE GROUPS (INDICATIVE OF A REALIZATION OF THEIR ROLE COMPLEXITY AND THEIR RELIANCE UPON OTHER PROFESSIONALS). ALL GROUPS, EXCEPT THE PUBLIC OFFICIALS, VIEWED THE SCHOOL BOARD MEMBER AS A MORE IMPORTANT OFFICIAL THAN A CITY COUNCIL MEMBER. SPECIFIC FINDINGS REVEALED THAT A MAJORITY OF THE TOTAL RESPONDENTS FELT THAT (1) THE BOARD SHOULD ALERT CITIZENS OF ITEMS TO BE COVERED AT COMING MEETINGS, (2) SCHOOL BOARD MEMBERS SHOULD BE ELECTED AT LARGE, (3) THE BOARD SHOULD BE ORGANIZED INTO SUBCOMMITTEES, AND (4) BOARD MEMBERS SHOULD BE PAID A SALARY. WHEREAS A MAJORITY OF CITIZENS, PUBLIC OFFICIALS, AND TEACHERS FELT THE SCHOOL BOARD SHOULD SEEK FEDERAL AID, ONLY 19 PERCENT OF THE SCHOOL BOARD MEMBERS FELT LIKEWISE. (68)

ED 011 400

EA 000 306

STATE AID AND SCHOOL FISCAL POLICY.

BY- SAMTER, EUGENE C.

WESTERN NEW YORK SCHOOL STUDY COUNCIL, BUFFALO

PUB DATE

66

EDRS PRICE MF-\$0.09 HC-\$1.32 33P.

DESCRIPTORS- \*EDUCATIONAL FINANCE, \*FINANCIAL POLICY, \*PUBLIC SCHOOL SYSTEMS, \*STATE AID, \*TAX SUPPORT, BUFFALO, CAPITAL OUTLAY (FOR FIXED ASSETS), EDUCATIONAL LEGISLATION, EQUAL EDUCATION, FOUNDATION PROGRAMS, OPERATING EXPENSES.

THE EFFECTS OF A 1962 NEW YORK STATE AID TO EDUCATION ACT WERE INVESTIGATED IN RELATION TO AN OLD FOUNDATION PROGRAM. THIS STATE AID TO EDUCATION ACT WAS BASED ON THE CONCEPT OF SHARED COST. BOTH NEW AND OLD PROGRAMS WERE APPRAISED WITH RESPECT TO THE OBJECTIVES OF SCHOOL FISCAL POLICY--EQUITY OF SUPPORT (EQUAL TREATMENT OF EQUALS), EQUALIZATION OF SUPPORT, AND TAX RELIEF. THE FINDINGS INDICATED THAT (1) EQUITY OF OPERATING SUPPORT REMAINED ABOUT THE SAME WHILE EQUITY OF BUILDING SUPPORT IMPROVED, (2) THE PROCESS OF EQUALIZATION AND TAX-BROADENING RELIEF IMPROVED, AND (3) RELATIVE EMPHASIS UPON EQUALIZATION INCREASED IN OPERATING SUPPORT AND DECREASED IN BUILDING SUPPORT. THESE FINDINGS LED TO THE FOLLOWING RECOMMENDATIONS FOR CHANGES IN POLICY DEVELOPMENT AND IMPLEMENTATION--(1) DESCRIBE THE OPERATING SUPPORT CEILING IN LAW AS A CENTRAL TENDENCY OF OPERATING EXPENSE LEVELS, (2) DESCRIBE IN LAW A MEANS BY WHICH ALL DISTRICTS RAPIDLY AND WITHOUT UNDUE EFFORT CAN ACHIEVE THE BASIC SUPPORT LEVEL, (3) ELIMINATE SIZE CORRECTIONS, GROWTH AID, AND FLAT GRANT AID, AND (4) FURTHER EXAMINE THE COMPARATIVE EFFICACY OF AID TECHNIQUES IN ACCOMPLISHING TAX-BROADENING RELIEF. (64)

ED 011 401

EA 000 439

CHIEF SCHOOL OFFICERS, RECOMMENDATIONS AND REPORT OF A SURVEY.

BY- PERKINS, JAMES A. AND OTHERS

NEW YORK STATE REGENTS ADV.COMM.ON EDUC.LEADERSHIP

PUB DATE

66

EDRS PRICE MF-\$0.27 HC-\$7.12 178P.

DESCRIPTORS- \*ADMINISTRATIVE PERSONNEL, \*CAREERS, \*INDIVIDUAL

CHARACTERISTICS, \*PROFESSIONAL TRAINING, \*SCHOOL ADMINISTRATION, ADMINISTRATIVE PROBLEMS, ADMINISTRATOR ROLE, ALBANY, CATTELL 16 PF TEST, EDUCATIONAL BACKGROUND, INTERVIEWS, PRINCIPALS, QUESTIONNAIRES, SUPERINTENDENTS, SURVEYS.

A SUBCOMMITTEE OF THE NEW YORK REGENTS ADVISORY COMMITTEE ON EDUCATIONAL LEADERSHIP INVESTIGATED THE LEADERSHIP POSITION OF CHIEF SCHOOL OFFICERS (CSO'S). THE DATA COLLECTION PROCESS WAS CONDUCTED IN TWO PHASES. A QUESTIONNAIRE SURVEY WAS MADE OF 810 CSO'S (SUPERINTENDENTS, SUPERVISING PRINCIPALS, DISTRICT PRINCIPALS, AND SCHOOL PRINCIPALS). DATA FROM 565 RETURNED QUESTIONNAIRES WERE REPORTED BY THE TOTAL SAMPLE, BY YEARS OF EXPERIENCE AS A CSO, AND BY SIZE OF SCHOOL SYSTEM, IN RELATION TO CSO BACKGROUND AND PERSONAL CHARACTERISTICS, CSO TRAINING, CSO CAREER PATTERNS, AND THE NATURE AND FUNCTION OF OFFICERSHIP. THE FINDINGS INDICATED THAT (1) CSO'S ARE ALMOST EXCLUSIVELY MALE, 51 YEARS OF AGE, AND OF MIDDLE TO LOW SOCIOECONOMIC FAMILY BACKGROUNDS, (2) A MAJORITY ATTENDED NONPUBLIC INSTITUTIONS INSIDE THE STATE FOR BOTH UNDERGRADUATE AND GRADUATE TRAINING, (3) HIGHER SALARIES AND A DESIRE TO ORGANIZE MOTIVATED THEM TO ENTER SCHOOL ADMINISTRATION, (4) OVER HALF HAD WORKED OUTSIDE THE EDUCATIONAL FIELD, (5) THE AVERAGE CSO HAD ACCUMULATED 14.4 YEARS OF EXPERIENCE IN SCHOOL ADMINISTRATION, AND (6) THE MAJORITY OF HIS TIME WAS SPENT ATTENDING MEETINGS, PLANNING BUDGETS, RECRUITING PERSONNEL, AND PLANNING EXPANSION. IN ADDITION TO THE QUESTIONNAIRE SURVEY, A SAMPLE STUDY OF 37 CSO'S WAS MADE. EACH OFFICER WAS INTERVIEWED ABOUT HIS JOB, GIVEN A CATTELL 16 PERSONALITY FACTORS TEST, AND ASKED TO KEEP A 5-DAY ACTIVITY LOG. THESE INTERVIEWS REVEALED INFORMATION ABOUT CSO OCCUPATIONAL CHOICE, ROLE, SATISFACTIONS AND DISSATISFACTIONS, OBSTACLES, QUALITY, RECRUITING, AND TRAINING. THE CATTELL INSTRUMENT SHOWED FIVE OF THE 16 PERSONALITY SCORES TO BE OUTSIDE THE AVERAGE ADULT RANGE--CSO'S WERE MORE OUTGOING, INTELLIGENT, EMOTIONALLY STABLE, AND AVERAGED HIGHER SCORES ON THE CONSCIENTIOUS AND GROUP-DEPENDENT DIMENSIONS. ACTIVITY LOG DATA REVEALED INFORMATION ABOUT THE AVERAGE TIME SPENT ON THE JOB, TYPE OF PERSON WITH WHOM THE CSO WORKED, COMMUNICATION USED, AND PROBLEMS ENCOUNTERED. RECOMMENDATIONS BASED ON THE SURVEY WERE PROVIDED. (68)

ED 011 402

EA 000 449

AVERAGE DOLLAR INCREASES IN SALARIES OF INDIVIDUAL FACULTY MEMBERS, 1964-65 TO 1965-66. A SPECIAL STUDY BY AAMP'S COMMITTEE X.

BY- BAUMOL, WILLIAM J. MEIN, PEGGY

AMERICAN ASSN. OF UNIV. PROFESSORS, WASHINGTON D.C.

PUB DATE

66

EDRS PRICE MF-\$0.09 HC-\$0.36 9P.

DESCRIPTORS- \*ACADEMIC RANK (PROFESSIONAL), \*FACULTY PROMOTION, \*HIGHER EDUCATION, \*SALARIES, COMPARATIVE STATISTICS, DISTRICT OF COLUMBIA, ECONOMIC STATUS, TABLES (DATA).

AVERAGE SALARY INCREASES FOR INDIVIDUAL FACULTY MEMBERS ARE GENERALLY HIGHER THAN FIGURES FOR AN INSTITUTION'S AVERAGE SALARY INCREASES SHOW. THIS DISCREPANCY RESULTS FROM TWO BASICALLY DIFFERENT TYPES OF FIGURES--(1) THE

INSTITUTION'S OVERALL STANDARD OF REMUNERATION AND (2) THE FINANCIAL IMPROVEMENT IN THE CIRCUMSTANCES OF A SINGLE REPRESENTATIVE INDIVIDUAL. AVERAGE SALARY PAYMENTS AT AN INSTITUTION MAY NOT HAVE CHANGED, BUT INDIVIDUAL RISE IN RANK WOULD INCREASE INDIVIDUAL EARNINGS. THE AAUP COMMITTEE 2'S ANNUAL REPORTS THUS TEND TO UNDERSTATE THE ECONOMIC GAINS OF INDIVIDUALS ALREADY ON A FACULTY. DATA FOR THE SURVEY WERE OBTAINED FROM USABLE RESPONSES FROM 54 UNIVERSITIES AND 22 LIBERAL ART COLLEGES. THE DATA INDICATED THAT AN INSTITUTION'S AVERAGE SALARY LEVEL FROM YEAR TO YEAR TENDS TO UNDERSTATE THE RISE IN EARNINGS OF INDIVIDUALS. PROFESSORS' LARGEST GAIN FROM 1964 TO 1965 WAS \$1,060 (IN PUBLIC UNIVERSITIES), AND THEIR SMALLEST GAIN WAS \$810 (IN CHURCH-RELATED UNIVERSITIES). SIMILAR RELATIONSHIPS WERE SHOWN FOR ASSISTANT PROFESSORS, BUT FOR OTHER RANKS THE RELATIONSHIPS WERE MIXED. THE RANGE OF SALARY INCREASES FOR PROFESSORS WAS \$940 TO \$2,050 WITH MAJOR CONCENTRATION BETWEEN \$760 AND \$1,180. THE REPORT OVERSTATED AVERAGE SALARY INCREASES BY MORE THAN \$300 IN ONLY THREE OF THE 216 INDIVIDUAL CASES EXAMINED, WHILE IT UNDERSTATED BY MORE THAN \$300 IN 55 CASES. THIS SHOWED THAT THE EFFECTS OF PROMOTION TEND TO RAISE THE INCOME OF THE INDIVIDUAL MORE RAPIDLY THAN THE RATE OF RISE OF THE INSTITUTION'S SCALE OF REMUNERATION. (U4)

ED 011 403

EA 000 451

THE CHANGE CONTINUUM AND ITS RELATION TO THE ILLINOIS PLAN FOR PROGRAM DEVELOPMENT FOR GIFTED CHILDREN.

BY- GUBA, EGON G.

PUB DATE 1 MAR 66

EDRS PRICE MF-\$0.09 HC-\$1.44 36P.

DESCRIPTORS- DEMONSTRATION PROGRAMS, EDUCATIONAL CHANGE, EDUCATIONAL PRACTICE, EDUCATIONAL RESEARCH, EDUCATIONAL THEORIES, DEVELOPMENTAL PROGRAMS, FIELD STUDIES, INNOVATION, PROGRAM DEVELOPMENT FOR GIFTED CHILDREN, RESEARCHERS, TAXONOMY, URBANA.

THE PROCESS OF TRANSLATING EDUCATIONAL RESEARCH INTO IMPROVED EDUCATIONAL PRACTICE IS DEFINED IN A FOUR-PHASE LINEAR TAXONOMY OF RESEARCH, DEVELOPMENT, DIFFUSION, AND ADOPTION. A SCHEMA DEVELOPING THESE PHASES OF THE CHANGE CONTINUUM DEFINES SPECIFIC OBJECTIVES, CRITERIA FOR EVALUATION, AND RELATION TO CHANGE. RESEARCH ACTIVITY IS LIMITED TO INQUIRY AND EXPERIMENTATION. DEVELOPMENT ACTIVITY INCLUDES THE INVENTION BASED ON RESEARCH AND THE DESIGN FOR INNOVATION OF THE INVENTION. TEACHER PARTICIPATION IN THIS DEVELOPMENT PROCESS IS ENCOURAGED. DIFFUSION ACTIVITY INVOLVES THE CREATION OF AWARENESS OF THE INVENTION AMONG POTENTIAL USERS. ADOPTION ACTIVITY INCLUDES TRIAL OR TEST OF FEASIBILITY, INSTALLATION OF THE INNOVATION, AND INSTITUTIONALIZATION (PROCESS BY WHICH THE INNOVATION BECOMES AN INTEGRATED AND ACCEPTED COMPONENT OF THE EDUCATIONAL PROGRAM). AN ILLUSTRATIVE CRITIQUE OF THE ILLINOIS PLAN FOR PROGRAM DEVELOPMENT FOR GIFTED CHILDREN IS INCLUDED WHICH ASSESSES THE PLAN IN RELATION TO THE FOUR MAJOR TAXONOMIC PHASES. THIS PAPER WAS DELIVERED TO A CONFERENCE ON EDUCATIONAL CHANGE (URBANA, MARCH 1, 1966). (JK)

ED 011 404

EA 000 452

METHODOLOGICAL STRATEGIES FOR EDUCATIONAL CHANGE.

BY- GUBA, EGON G.

PUB DATE 10 NOV 65

EDRS PRICE MF-\$0.09 HC-\$1.64 45P.

DESCRIPTORS- EDUCATIONAL CHANGE, EDUCATIONAL RESEARCH, EDUCATIONAL THEORIES, FIELD STUDIES, RESEARCH METHODOLOGY, DISTRICT OF COLUMBIA.

THIS STUDY OF STRATEGIES FOR EDUCATIONAL CHANGE CONCLUDES THAT THE EXPERIMENTAL, OBSERVATIONAL, OR FIELD STUDY APPROACH IS PREFERRED TO THE EXPERIMENTAL OR LABORATORY APPROACH, BOTH FOR CHANGE RESEARCH, WHICH IS CONCERNED WITH THE ENTIRE PROCESS OF CHANGE, AND FOR EVALUATION, WHICH IS CONCERNED WITH THE ASSESSMENT OF SINGLE PHASES OF CHANGE. EXPERIMENTAL STRATEGY INQUIRES INTO POSSIBILITIES, WHEREAS EXPERIMENTAL STRATEGY INQUIRES INTO ACTUALITIES. OTHER DISTINCTIONS INCLUDE SETTING, LEVEL OF CONTROL, SCOPE, NUMBER OF VARIABLES, TREATMENT, AND CONTEXT. EDUCATIONAL CHANGE IS A PROCESS INVOLVING FOUR STAGES, EACH WITH A PARTICULAR OBJECTIVE--(1) RESEARCH IS RESTRICTED TO THE ADVANCEMENT OF BASIC KNOWLEDGE, (2) DEVELOPMENT FORMULATES AN INVENTION OR SOLUTION TO AN ACTION PROBLEM AND PREPARES THE DESIGN FOR ITS INSTITUTIONAL USE, (3) DIFFUSION DISSEMINATES INFORMATION ABOUT THE INVENTION AND DEMONSTRATES ITS UTILITY, AND (4) ADOPTION ESTABLISHES AN INVENTION AS PART OF AN ONGOING PROGRAM. A NUMBER OF FIELD STUDY TECHNIQUES ARE DESCRIBED--(1) A SYSTEMATIZED DEVELOPMENT OF OBJECTIVES, DEFINED AS A PROGRAMMATIC APPROACH, WITH AN ORDERED ACTION TAXONOMY TO DEPICT, RELATE, CONCEPTUALIZE, AND TEST, (2) THE CONDUCT OF INQUIRY WITHIN AN EXPLICIT THEORETICAL FRAMEWORK, (3) A PHENOMENOLOGICAL IDENTIFICATION OF THE INVESTIGATOR WITH THE ACTUAL FIELD OF HIS STUDY RATHER THAN WITH AN EXPERIMENTAL CONDITION, (4) REPLICATION AND RECYCLING OF INQUIRY, DEFINED AS THE TACTIC OF ACCUMULATIVE EVIDENCE, AND (5) THE ANALYSIS OF PATHOLOGIES TO GAIN INSIGHTS INTO NATURAL SITUATIONS. THIS PAPER WAS PRESENTED TO THE CONFERENCE ON STRATEGIES FOR EDUCATIONAL CHANGE (WASHINGTON, D.C., NOVEMBER 8-10, 1965).

ED 011 405

EA 000 453

THE IMPENDING RESEARCH EXPLOSION AND EDUCATIONAL PRACTICE.

BY- GUBA, EGON G.

PUB DATE 19 JUL 65

EDRS PRICE MF-\$0.09 HC-\$1.04 26P.

DESCRIPTORS- EDUCATIONAL CHANGE, EDUCATIONAL PRACTICE, EDUCATIONAL RESEARCH, EDUCATIONAL THEORIES, DEMONSTRATION PROJECTS, DEVELOPMENTAL PROGRAMS, FIELD STUDIES, INNOVATION, KENT, RESEARCH METHODOLOGY, RESEARCHERS, TAXONOMY.

THE RAPID EXPANSION OF EDUCATIONAL RESEARCH HAS BEEN ACCOMPANIED BY THE FEELING THAT A CONNECTIVE LINK MUST BE ESTABLISHED BETWEEN THE AREAS OF RESEARCH AND EDUCATIONAL PRACTICE. THE INCREASED AVAILABILITY OF RESEARCH FUNDS NECESSITATES REFORMULATION AND CONCEPTUALIZATION OF SUITABLE MECHANISMS AND AGENCIES CAPABLE OF BRIDGING THE GAP BETWEEN EDUCATIONAL RESEARCHER AND PRACTITIONER. TO FILL THIS NEED, A TAXONOMY IS FORMULATED FOR A CHANGE CONTINUUM FROM RESEARCH TO ACTION. RESEARCH, THE FIRST ACTIVITY, ADVANCES KNOWLEDGE BY A CRITERION OF VALIDITY. THE SECOND ACTIVITY, DEVELOPMENT, FORMULATES A SOLUTION TO AN ACTION PROBLEM AND RENDERS THE FORMULATED SOLUTION INTO AN ACCEPTABLE, ADAPTABLE FORM. DIFFUSION INFORMS THE PRACTITIONER OF THE PROCESS OF



DEVELOPMENT THROUGH THE SUBACTIVITIES OF DISSEMINATION AND DEMONSTRATION. ADOPTION, THE FINAL STAGE, INCORPORATES AN INNOVATION INTO A FUNCTIONING SCHOOL SYSTEM. ADOPTION IS REALIZED THROUGH THE PROCESSES OF INSTALLATION (ADAPTING THE INNOVATION TO AN ADOPTING SCHOOL) AND INSTITUTIONALIZATION (REGULARIZING THE INNOVATION). IN ADDITION TO THE CONNECTIVE TAXONOMY, THE FACULTY OF THE OHIO STATE UNIVERSITY COLLEGE OF EDUCATION HAS ESTABLISHED SPECIFIC AGENCIES (DIVISION OF EDUCATIONAL DEVELOPMENT, EVALUATION CENTER, PROJECT DISCOVERY) TO COPE WITH PROBLEMS OF THE RESEARCH-ACTION CONTINUUM. THIS PAPER WAS PRESENTED AT THE SUMMER LECTURE SERIES (KENT STATE UNIVERSITY, JULY 19, 1965). (6B)

ED 011 406

EA 000 456

THE APPROPRIATE GRADE LEVEL PLACEMENT OF TEACHERS IN THE ELEMENTARY SCHOOL.

BY- O'CONNOR, LLOYD R.

PUB DATE 16 FEB 67

EDRS PRICE MF-\$0.09 HC-\$0.68 17P.

DESCRIPTORS- \*AGE GROUPS, \*ELEMENTARY SCHOOL TEACHERS, \*INSTRUMENTATION, \*STUDENT TEACHER RELATIONSHIP, \*TEACHER PLACEMENT, KUDER RICHARDSON FORMULA 20, NEW YORK CITY, STATISTICAL ANALYSIS, STUDENT CHARACTERISTICS, TEACHER CHARACTERISTICS.

ELEMENTARY SCHOOL TEACHERS' RESPONSES TO THE EMOTIONAL AND DEVELOPMENTAL CHARACTERISTICS OF CHILDREN WERE USED TO DEVELOP A TEST INSTRUMENT WHICH WOULD BE OF VALUE TO TEACHERS, TEACHER-TRAINING PERSONNEL, AND SCHOOL ADMINISTRATORS FOR THE PLACEMENT OF TEACHERS AT THE MOST APPROPRIATE GRADE LEVEL. ELEMENTARY TEACHERS WERE DIVIDED INTO PRIMARY GRADES (KINDERGARTEN THROUGH GRADE 3), INTERMEDIATE GRADES (GRADES 4 THROUGH 6), AND UPPER GRADES (GRADES 7 AND 8). A FORM OF 431 STATEMENTS DESCRIPTIVE OF CHARACTERISTICS AND BEHAVIOR OF ELEMENTARY SCHOOL-AGED CHILDREN WAS DEVELOPED AND ADMINISTERED TO 50 TEACHERS IN EACH OF THE PRIMARY, INTERMEDIATE, AND UPPER GRADE LEVELS. OF THE 431 STATEMENTS, 150 DIFFERENTIATED AMONG THE THREE GRADE LEVEL GROUPS WHEN SUBJECTED TO A CHI-SQUARE ANALYSIS (.05 LEVEL), PERMITTING A SCORING KEY FOR EACH OF THE THREE GRADE LEVELS TO BE CONSTRUCTED. THE TEST INSTRUMENT PROVIDED RELIABILITY IN DIFFERENTIATING TEACHERS AT THE THREE LEVELS ACCORDING TO THE KUDER-RICHARDSON FORMULA 20 TECHNIQUE AND THE DERIVATION OF STANDARD ERRORS OF MEASUREMENT. THE DIFFERENTIATION OF THE THREE GRADE-LEVEL KEYS WAS SIGNIFICANT ACCORDING TO THE F-TEST AT THE .01 LEVEL IN THE FORMER EXPERIMENTAL SAMPLE OF 150 TEACHERS, AND AT THE .02 LEVEL IN A CROSS-VALIDATION SAMPLE OF 170 EXPERIENCED TEACHERS. TWO OF THE THREE SCORING KEYS ALSO GAVE SIGNIFICANT RESULTS IN A CROSS-VALIDATION OF 80 STUDENT TEACHERS. PRELIMINARY DATA FROM A FOLLOWUP STUDY IN PROGRESS APPEARED TO REINFORCE THE VALIDITY OF THE THREE GRADE-LEVEL SCORING KEYS. THIS PAPER WAS READ AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION CONFERENCE (NEW YORK CITY, FEBRUARY 16, 1967). (6B)

ED 011 407

EA 000 466

ESTABLISHING NEW SENIOR COLLEGES.

BY- BRUNDAUGH, A.J.

SOUTHERN REGIONAL EDUCATION BOARD, ATLANTA, GA.

REPORT NUMBER SREB-RES-MONOR-12

PUB DATE

66

EDRS PRICE MF-\$0.10 HC-\$4.48 112P.

DESCRIPTORS- \*COLLEGE PLANNING, \*COLLEGES, \*EDUCATIONAL FINANCE, \*EDUCATIONAL NEEDS, \*EDUCATIONAL OBJECTIVES, ANNOTATED BIBLIOGRAPHIES, ATLANTA, CAPITAL OUTLAY (FOR FIXED ASSETS), CONSTRUCTION COSTS, ESTIMATED COSTS, FINANCIAL SUPPORT, OPERATING EXPENSES, PAROCHIAL SCHOOLS, PERSONNEL, PHYSICAL FACILITIES, SCHOOL LOCATION, TUITION.

THE DOCUMENT IS DESIGNED TO ASSIST IN THE PLANNING AND DEVELOPMENT OF NEW SENIOR COLLEGES. FOUR ASPECTS ARE DISCUSSED--BACKGROUND CONDITIONS, PLANNING, FINANCING, AND PROBLEMS. (HW)

ED 011 408

EA 000 477

A PARTIAL ASSESSMENT OF THE WILL C. WOOD JUNIOR HIGH SCHOOL NONGRADED PLAN OF ORGANIZATION.

BY- DELAVAN, FRANK E. HARTWIG, KEITH E.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, CALIF.

REPORT NUMBER RR-10-SER-1966-67

PUB DATE 28 FEB 67

EDRS PRICE MF-\$0.09 HC-\$1.04 26P.

DESCRIPTORS- \*ACADEMIC ACHIEVEMENT, \*FLEXIBLE PROGRESSION, \*JUNIOR HIGH SCHOOLS, \*NONGRADED SYSTEM, \*SCHOOL ORGANIZATION, ARITHMETIC, ATTENDANCE, GRADE 7, GRADE 8, GRADE 9, HIGH ACHIEVERS, INSTRUCTIONAL PROGRAM DIVISIONS, QUESTIONNAIRES, READING, SACRAMENTO, SCHOOL AND COLLEGE ABILITY TESTS, SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, SLOW LEARNERS, STATISTICAL ANALYSIS, TEACHER ATTITUDES.

THE NONGRADED PLAN OF SCHOOL ORGANIZATION PUT INTO EFFECT AT SACRAMENTO'S WILL C. WOOD JUNIOR HIGH SCHOOL IN 1964 WAS EVALUATED AND COMPARED WITH GRADED PROGRAMS AT OTHER SCHOOLS BY MEANS OF STANDARDIZED TESTS AND TEACHER OPINIONS. THE POPULATION OF THE STUDY CONSISTED OF THREE PUPIL GROUPS--(1) 212 PUPILS WHO WERE IN THE SEVENTH GRADE DURING THE 1964-65 SCHOOL YEAR AND IN THE EIGHTH GRADE THE NEXT YEAR, (2) 223 PUPILS WHO WERE IN THE EIGHTH GRADE DURING THE 1964-65 SCHOOL YEAR AND IN THE NINTH GRADE THE NEXT YEAR, AND (3) THE PUPILS IN THE SECOND GROUP WHO COULD BE MATCHED WITH COMPARABLE PUPILS IN GRADED JUNIOR HIGH SCHOOLS. THESE THREE GROUPS WERE TESTED IN TERMS OF PUPIL ACHIEVEMENT AND ATTENDANCE. THE FOLLOWING RESULTS WERE NOTED--(1) THE ACADEMIC STATUS OF THE FIRST TWO GROUPS REMAINED VIRTUALLY THE SAME UNDER THE NONGRADED PLAN, (2) THE GAINS MADE BY THE GRADED PUPILS IN THE MATCHED PAIR GROUP EXCEEDED THOSE MADE BY THE NONGRADED PUPILS, (3) ATTENDANCE DID NOT DECREASE AS A RESULT OF THE NONGRADED PROGRAM, AND (4) TEACHERS GENERALLY AGREED WITH THE THEORY OF THE NONGRADED PLAN, AND MOST FELT THAT IT WAS A VALUABLE ADDITION TO THE JUNIOR HIGH SCHOOL. (HW)

ED 011 409

EA 000 530

LEGAL IMPLICATIONS OF CONCERTED ACTION OF TEACHERS.

BY- BUTLER, HENRY E., JR.

ARKANSAS UNIV., FAYETTEVILLE, COLL. OF EDUCATION

UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION

PUB DATE

66

EDRS PRICE MF-\$0.09 HC-\$0.40 10P.

DESCRIPTORS- \*BOARDS OF EDUCATION, \*COLLECTIVE NEGOTIATION, \*STATE LEGISLATION, \*TEACHER ASSOCIATIONS, BIBLIOGRAPHIES, COLUMBUS, FAYETTEVILLE, TEACHER STRIKES.



THE AUTHOR STATES THAT GROWING DEMANDS BY ORGANIZED TEACHERS FOR NEGOTIATION CONCERNING EMPLOYMENT CONDITIONS AND POLICY FORMULATION HAVE BEEN ACCOMPANIED BY A WILLINGNESS TO ACCEPT SUCH BARGAINING THROUGH PROCEDURES WHICH DO NOT INTERRUPT ORDERLY SCHOOL OPERATION. TRADITIONAL LEGAL AUTHORITY OF LOCAL BOARDS OF EDUCATION TO MAKE UNILATERAL POLICY DECISIONS IS GIVING WAY TO A DIVERSE SET OF NEGOTIATION PROCEDURES BASED MORE UPON DISCRETIONARY ACTION OF LOCAL BODIES THAN UPON LEGISLATION. BOARDS OF EDUCATION WILL ENGAGE MORE FREQUENTLY IN COLLECTIVE NEGOTIATIONS, BOTH BY VOLUNTARY ACTION AND BY PRESSURES EXERTED AGAINST THEM. ALTHOUGH TEACHERS MAY NOT LEGALLY STRIKE IN ANY STATE, TEACHER ORGANIZATIONS ARE CONTINUING TO BROADEN THE AREA OPEN TO NEGOTIATION. UNRESOLVED ISSUES INCLUDE WHETHER STATE LEGISLATION SHOULD BE ENACTED TO ASSURE COLLECTIVE NEGOTIATIONS BY TEACHERS AND WHETHER SUCH LEGISLATION SHOULD APPLY TO ALL PUBLIC EMPLOYEES OR WHETHER PUBLIC SCHOOL PERSONNEL SHOULD BE TREATED AS A SPECIAL CATEGORY. LEGAL DEVELOPMENTS CONCERNING COLLECTIVE NEGOTIATIONS BY PUBLIC SCHOOL TEACHERS WILL BE ESPECIALLY INFLUENCED BY INDIVIDUAL AND CONCERTED ACTION OF PUBLIC SCHOOL ADMINISTRATORS AND BOARDS OF EDUCATION. THE COMPLETE DOCUMENT, "COLLECTIVE NEGOTIATIONS AND EDUCATIONAL ADMINISTRATION," IS AVAILABLE FROM THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION, 65 SOUTH OVAL DRIVE, COLUMBUS, OHIO 43210, AND FROM DR. ROY B. ALLEN, COLLEGE OF EDUCATION, UNIVERSITY OF ARKANSAS, FAYETTEVILLE, ARKANSAS 72701, FOR \$2.50. (JK)

## ED 011 410

EA OOD 531

COLLECTIVE NEGOTIATIONS, IMPLICATIONS FOR PREPARATION OF ADMINISTRATORS.

BY- SCOTT, WALTER W.

ARKANSAS UNIV., FAYETTEVILLE, COLL. OF EDUCATION

UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION

PUB DATE

66

EDRS PRICE MF-\$0.09 HC-\$0.76 19P.

DESCRIPTORS- \*ADMINISTRATIVE PERSONNEL, \*COLLECTIVE NEGOTIATION, \*SCHOOL SUPERINTENDENTS, \*TEACHER ADMINISTRATOR RELATIONSHIP, \*TRAINING, ADMINISTRATOR ROLE, BIBLIOGRAPHIES, BOARD OF EDUCATION ROLE, COLUMBUS, FAYETTEVILLE,

THE AUTHOR STATES THAT DEFINITION OF THE SUPERINTENDENT'S ROLE IN COLLECTIVE NEGOTIATIONS IS A MAJOR PROBLEM. THE SCHOOL ADMINISTRATOR MAY SERVE AS NEGOTIATOR FOR THE BOARD, SPOKESMAN FOR THE TEACHERS, MEDIATOR FOR BOTH, OR MAY BE COMPLETELY INDEPENDENT. A STUDY OF 98 SUPERINTENDENTS IN 469 SCHOOLS IN SEVEN MIDWESTERN STATES REVEALED THAT 87 PERCENT REGARDED THEIR ROLE AS CHANGED BY NEGOTIATIONS. THERE WAS LITTLE AGREEMENT ON THIS NEW ROLE FUNCTION IN RELATION TO TEACHERS AND BOARDS. INCREASED PROFESSIONALISM OF TEACHERS HAS BEEN A MAJOR FACTOR IN CHANGING THE ADMINISTRATOR ROLE. TEACHERS SEEK MORE CONTROL OVER DECISIONS WHICH AFFECT THEM. BECAUSE SCHOOLS OPERATE BOTH INTERNALLY AND EXTERNALLY IN A POLITICAL ENVIRONMENT, WITH A WIDE RANGE OF LOCAL, STATE, AND FEDERAL INVOLVEMENTS, THE PROSPECTIVE ADMINISTRATOR NEEDS A WORKING KNOWLEDGE OF POLITICAL POWER DYNAMICS, COMMUNITY POWER STRUCTURES, AND POLITICAL ASPECTS OF MASS MEDIA, ECONOMIC GOODS, AND SERVICES. AN INTERDISCIPLINARY SEMINAR APPROACH IN NEGOTIATING TECHNIQUES IS RECOMMENDED AS PART OF GRADUATE SCHOOL PREPARATION FOR ADMINISTRATORS, ACCOMPANIED BY A CONTINUOUS INSERVICE TRAINING PROGRAM OF CONFERENCES AND

WORKSHOPS FOR THOSE ALREADY ENGAGED IN ADMINISTRATION. THE COMPLETE DOCUMENT, "COLLECTIVE NEGOTIATIONS AND EDUCATIONAL ADMINISTRATION," IS AVAILABLE FROM THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION, 65 SOUTH OVAL DRIVE, COLUMBUS, OHIO 43210, AND FROM DR. ROY B. ALLEN, COLLEGE OF EDUCATION, UNIVERSITY OF ARKANSAS, FAYETTEVILLE, ARKANSAS 72701. (JK)

## ED 011 411

EA OOD 556

THE LOCAL EDUCATION ASSOCIATION AND GRIEVANCE ADJUSTMENT.

BY- GISRIEL, CORNELIUS E. AND OTHERS

NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

PUB DATE

67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- \*GRIEVANCE PROCEDURES, \*PERSONNEL POLICY, \*TEACHER ASSOCIATIONS, BOARDS OF EDUCATION, DISTRICT OF COLUMBIA, SCHOOL SYSTEMS, SECURITY, TEACHERS,

A GRIEVANCE IS A CHARGE THAT A POLICY AFFECTING WORKING CONDITIONS IS INADEQUATE OR HAS BEEN VIOLATED. TEACHER GRIEVANCE COMPLAINTS ARE PRIMARILY CONCERNED WITH TEACHING LOAD, CLASS SIZE, PROMOTION, FACILITIES, SALARIES, AND TEACHER EVALUATION. GRIEVANCES USUALLY OCCUR IN A STRATIFIED EMPLOYMENT SETTING AND RESULT FROM POOR FORMULATION OR ADMINISTRATION OF POLICY, LACK OF APPRECIATION FOR TEACHER EMOTIONAL REACTIONS, OR FAILURE TO PROVIDE CHANNELS OF COMMUNICATION BETWEEN THE SCHOOL BOARD AND THE ASSOCIATION. THE PURPOSE OF A GRIEVANCE PROCEDURE IS TO RESOLVE THE PROBLEM TO THE GREATEST SATISFACTION OF ALL PARTIES CONCERNED BY ENCOURAGING TEACHER EXPRESSION, IMPROVING TEACHER UNDERSTANDING OF RELEVANT POLICIES, AND APPRAISING POLICY EFFECTIVENESS. NINE CRITERIA FOR A WRITTEN GRIEVANCE PROCEDURE ARE GIVEN, AND GRIEVANCE PROCEDURE FUNCTIONS OF THE LOCAL ASSOCIATION ARE LISTED. SUGGESTED PREREQUISITES TO MEANINGFUL ARBITRATION INCLUDE A NEUTRAL ARBITRATOR, EQUAL SHARING OF ARBITRATION COSTS BY DISPUTANTS, AND A BINDING CLAUSE REQUIRING DISPUTANTS TO ACCEPT THE ARBITRATOR'S RESOLUTION PROPOSALS. THIS DOCUMENT IS AVAILABLE FROM THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (JK)

## ED 011 412

EC OOD 013

BIBLIOGRAPHY ON MENTAL RETARDATION.

BY- BLESSING, KENNETH R. PFAEFFLE, HEINZ

WISCONSIN STATE DEPT. OF PUB. INSTR., MADISON

REPORT NUMBER WSDPI-10

PUB DATE

JUN 65

EDRS PRICE MF-\$0.09 HC-\$2.04 51P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*MENTAL RETARDATION, CURRICULUM, MADISON,

REFERENCES FROM 1940 TO 1964 ARE ORGANIZED IN FOUR CATEGORIES. THE SECTION ON PROFESSIONAL LITERATURE IS CONCERNED WITH THE ETIOLOGY AND THE PSYCHOLOGICAL, SOCIOLOGICAL, AND MEDICAL ASPECTS OF MENTAL RETARDATION. THE PROFESSIONAL CURRICULUM SECTION IS DEVOTED TO CURRICULUM DEVELOPMENT AND PROGRAM CONTENT FOR TEACHERS. THE GENERAL LITERATURE SECTION LISTS REFERENCES FOR PARENTS, TEACHERS, AND WORKERS IN AREAS RELATED TO MENTAL RETARDATION, AND INCLUDES REFERENCES ON SPEECH, PLAY ACTIVITIES AND RECREATION, HOME INSTRUCTION AND TRAINING, READINESS, GUIDES TO PARENTS, AND UNDERSTANDING RETARDATION. A SECTION OF

HISTORICAL LITERATURE CONTAINS MOSTLY OUT-OF-PRINT REFERENCES FROM 1904 TO 1959. PUBLISHERS, PRICES, AND ADDRESSES ARE LISTED. (6W)

## ED 011 413

EC 000 016

SUGGESTED BASIC MATERIALS FOR SLOW LEARNING CHILDREN.  
BY- ALLEN, AMY A., ED., CROSS, JACQUE L.  
OHIO STATE DEPT. OF EDUCATION, COLUMBUS

EDRS PRICE MF-\$0.27 HC-\$5.20 132P.

PUB DATE

66

DESCRIPTORS- \*EDUCABLE MENTALLY HANDICAPPED, \*INSTRUCTIONAL MATERIALS, \*SPECIAL EDUCATION, ARITHMETIC, COLUMBUS, ELEMENTARY GRADES, LANGUAGE ARTS, SCIENCES, SECONDARY GRADES, SOCIAL STUDIES,

BASIC INSTRUCTIONAL MATERIALS FOR EDUCABLE MENTALLY RETARDED CHILDREN OF PRIMARY, ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH LEVELS ARE LISTED, DESCRIBED, AND EVALUATED UNDER THE HEADINGS OF LANGUAGE ARTS, ARITHMETIC, SOCIAL STUDIES, AND SCIENCE. MATERIALS INCLUDE BOOKS, CHARTS, SIGNS, GEOMETRIC SHAPES, SYMBOLS, FLASH CARDS, MAPS, NEWSPAPERS, AND OTHER VISUAL AND MANIPULATIVE INSTRUCTIONAL MATERIALS. PUBLISHERS ARE INCLUDED FOR EACH MATERIAL. A BIBLIOGRAPHY CONTAINS 46 REFERENCES. (C6)

## ED 011 414

EC 000 055

A STUDY OF THE OCCUPATIONAL STATUS OF THE YOUNG ADULT DEAF OF THE SOUTHWEST AND THEIR NEED FOR SPECIALIZED VOCATIONAL REHABILITATION FACILITIES. FINAL REPORT.  
BY- KRONENBERG, HENRY H. BLAKE, GARY D.

EDRS PRICE MF-\$0.27 HC-\$6.20 155P.

PUB DATE

MAR 66

DESCRIPTORS- \*DEAF, \*EMPLOYMENT OPPORTUNITIES, \*VOCATIONAL EDUCATION, \*VOCATIONAL SCHOOLS, \*YOUTH, APTITUDE, ARKANSAS, ARKANSAS REHABILITATION SERVICE, ASPIRATION, KANSAS, LOUISIANA, MISSISSIPPI, MISSOURI, NEW MEXICO, OKLAHOMA, ON THE JOB TRAINING, VOCATIONAL COUNSELING, VOCATIONAL REHABILITATION,

AN INTERVIEW-QUESTIONNAIRE STUDY WAS MADE TO INVESTIGATE THE OCCUPATIONAL STATUS AND OPPORTUNITIES OF YOUNG DEAF ADULTS, AND WHETHER FURTHER VOCATIONAL PREPARATION WOULD ENHANCE THEIR VOCATIONAL OPPORTUNITIES. ON-THE-JOB DIFFICULTIES WERE REVIEWED. THE MAJORITY OF THOSE INTERVIEWED SAW A NEED FOR POST-SCHOOL TRAINING. SEVERAL TYPES OF PROGRAMS WERE CONSIDERED. (E8)

## ED 011 415

EC 000 072

GUIDELINES FOR IMPLEMENTATION OF THE PILOT PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN. A SUPPLEMENT TO THE STATE PLAN FOR SPECIAL EDUCATION.  
TEXAS EDUCATION AGENCY, AUSTIN

EDRS PRICE MF-\$0.09 HC-\$0.40 10P.

PUB DATE

65

DESCRIPTORS- \*EMOTIONALLY DISTURBED CHILDREN, \*PROGRAM GUIDES, \*SPECIAL EDUCATION, \*STATE PROGRAMS, ADMINISTRATOR GUIDES, AUSTIN, EMOTIONALLY DISTURBED, PILOT PROJECTS, PROGRAM ADMINISTRATION, PROGRAM PLANNING,

IN 1965-66, 14 SCHOOL DISTRICTS ESTABLISHED 20 CLASSES IN SCHOOLS, MENTAL HEALTH CENTERS, AND HOSPITALS FOR EMOTIONALLY DISTURBED CHILDREN (AGES 6 THROUGH 17). OUTLINED WERE DEFINITIONS AND CHARACTERISTICS OF EMOTIONALLY DISTURBED CHILDREN, PURPOSES OF THE PROGRAM, MINIMUM PLANT FACILITIES, RELATED PERSONNEL, ELIGIBILITY REQUIREMENTS, CLASS SIZE AND AGE GROUPINGS, TEACHER CERTIFICATION, AND FINANCE. (HW)

## ED 011 416

EC 000 077

EDUCABLE MENTALLY RETARDED PROJECT, ORANGE COUNTY PUBLIC SCHOOLS.

BY- WALDEN, ROYCE B.  
ORANGE COUNTY PUBLIC SCHOOLS, ORLANDO, FLA.

EDRS PRICE MF-\$0.09 HC-\$1.20 30P.

PUB DATE

66

DESCRIPTORS- \*ACTIVITY UNITS, \*CURRICULUM GUIDES, \*EDUCABLE MENTALLY HANDICAPPED, \*INSTRUCTIONAL MATERIALS, \*SPECIAL EDUCATION, ELEMENTARY GRADES, ORLANDO, PROGRAM ADMINISTRATION, SECONDARY GRADES, UNITS OF STUDY (SUBJECT FIELDS),

PREPARED BY TEACHERS OF THE RETARDED, THIS CURRICULUM GUIDE OUTLINES AN ELEMENTARY ACTIVITY UNIT ON HOME AND COMMUNITY LIVING AND A SECONDARY UNIT ON THE CITRUS INDUSTRY. INSTRUCTIONAL MATERIALS ARE LISTED. ADMINISTRATIVE GUIDELINES ON CLASS UNITS, STUDENT PLACEMENT, AND TEACHER QUALIFICATIONS ARE INCLUDED. (HW)

## ED 011 417

EC 000 086

THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES IN CURRENT RESEARCH. SUMMARIES OF STUDIES.

BY- BATEMAN, BARBARA  
ILLINOIS UNIV., URBANA, INST.RES.EXCEPT.CHILDREN

EDRS PRICE MF-\$0.09 HC-\$1.00 49P.

PUB DATE

JUN 65

DESCRIPTORS- \*LANGUAGE HANDICAPS, \*LANGUAGE RESEARCH, \*PSYCHOLINGUISTICS, \*RESEARCH, \*TESTS, APHASIA, AURALLY HANDICAPPED, BIBLIOGRAPHIES, CEREBRAL PALSY, CULTURAL DISADVANTAGEMENT, DEAF, EDUCABLE MENTALLY HANDICAPPED, GIFTED, ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, LANGUAGE DEVELOPMENT, LEARNING DIFFICULTIES, MEASUREMENT, READING, SPEECH HANDICAPS, STATISTICAL STUDIES, TRAINABLE MENTALLY HANDICAPPED, URBANA, VISUALLY HANDICAPPED,

RESEARCH GENERATED BY THE EXPERIMENTAL EDITION OF THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES IS REVIEWED. TWENTY-FIVE STATISTICAL, REMEDIAL, AND LANGUAGE DISORDER STUDIES ARE SUMMARIZED ACCORDING TO PURPOSE, SUBJECTS, PROCEDURE, RESULTS, AND COMMENTS. SEVEN ADDITIONAL STUDIES ARE INCLUDED IN AN ANNOTATED BIBLIOGRAPHY. FIFTY-FOUR OTHER REFERENCES ARE ALSO INCLUDED. (HW)

## ED 011 418

EC 000 090

EXCEPTIONAL CHILDREN, RELATED PSYCHOLOGY AND SOCIOLOGY.

CATALOG OF LIBRARY ACCESSIONS.  
BY- FEARON, ROSS E.  
FARMINGTON STATE COLL., MAINE

EDRS PRICE MF-\$0.09 HC-\$1.50 30P.

PUB DATE 1 DEC 66

DESCRIPTORS- \*BIBLIOGRAPHIES, \*EXCEPTIONAL CHILDREN, \*PSYCHOLOGY, \*PUBLICATIONS, \*SOCIOLOGY, BOOKLISTS, FARMINGTON, SPECIAL EDUCATION,

PSYCHOLOGICAL AND SOCIOLOGICAL PUBLICATIONS RELATED TO EXCEPTIONAL CHILDREN ARE LISTED SEQUENTIALLY BY DEWEY DECIMAL SYSTEM NUMBERS. THE 463 BOOKS, PAMPHLETS, AND MONOGRAPHS RANGE IN PUBLICATION DATE FROM 1929 TO 1966 AND ARE FROM THE MANTOR LIBRARY AT FARMINGTON STATE COLLEGE. THIS CATALOG IS PART OF A SERIES OF SUBJECT CATALOGS LISTING SPECIAL EDUCATION HOLDINGS AT THE MANTOR LIBRARY. THIS ARTICLE IS PUBLISHED IN THE "SPECIAL EDUCATION BULLETIN" OF FARMINGTON STATE COLLEGE, VOLUME 4, NUMBER 5A, DECEMBER 1, 1966. (NY)

ED 011 419

EC D00 091

PSYCHOACOUSTICS - A SELECTED BIBLIOGRAPHY. A PROVISIONAL BIBLIOGRAPHY.

BY- DIMMICK, KENNETH

AMERICAN FOUNDATION FOR THE BLIND, NEW YORK, N.Y.

PUB DATE MAR 66

EDRS PRICE MF-\$0.09 HC-\$1.16 29P.

DESCRIPTORS- \*AUDITION (PHYSIOLOGY), \*BIBLIOGRAPHIES, \*COMMUNICATION (THOUGHT TRANSFER), \*PSYCHOACOUSTICS, \*VISUALLY HANDICAPPED, AUDITORY PERCEPTION, BLIND, NEW YORK CITY, PARTIALLY SIGHTED, PERCEPTION, PERCEPTUALLY HANDICAPPED,

THE 346 ENTRIES IN THIS BIBLIOGRAPHY COVER MATERIAL IN BOOKS, JOURNALS, AND MONOGRAPHS IN FIELDS RELATED TO THE SENSORY IMPAIRED, ESPECIALLY THE BLIND AND PARTIALLY SIGHTED. THE DATES RANGE FROM 1934 TO 1965. (HK)

ED 011 420

EC D00 105

RESEARCH, MEASUREMENT, AND INTELLIGENCE. CATALOG OF LIBRARY ACCESSIONS.

BY- FEARON, ROSS E.

FARMINGTON STATE COLL., MAINE

PUB DATE 1 DEC 66

EDRS PRICE MF-\$0.09 HC-\$0.88 22P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*INTELLIGENCE, \*MEASUREMENT, \*RESEARCH, \*SPECIAL EDUCATION, EXCEPTIONAL CHILDREN, FARMINGTON, TESTS,

PUBLICATIONS ABOUT RESEARCH, MEASUREMENT, AND INTELLIGENCE ARE LISTED SEQUENTIALLY BY DEWEY DECIMAL SYSTEM NUMBER OR VERTICAL FILE NUMBER. THE 206 BOOKS AND PAMPHLETS RANGE IN PUBLICATION DATE FROM 1971 TO 1966 AND ARE FROM THE MANTOR LIBRARY AT FARMINGTON STATE COLLEGE. THIS CATALOG IS PART OF A SERIES OF SUBJECT CATALOGS LISTING SPECIAL EDUCATION HOLDINGS AT THE MANTOR LIBRARY. THIS ARTICLE IS PUBLISHED IN THE "SPECIAL EDUCATION BULLETIN" OF FARMINGTON STATE COLLEGE, VOLUME 4, NUMBER 5B, DECEMBER 1, 1966. (NY)

ED 011 421

EC D00 121

SPECIAL EDUCATION, SECONDARY LEVEL.

BY- CALEMBE, MARY AND OTHERS

ALLEGANY COUNTY BOARD OF EDUC., CUMBERLAND, MD.

PUB DATE 66

EDRS PRICE MF-\$0.45 HC-\$13.48 337P.

DESCRIPTORS- \*CURRICULUM GUIDES, \*EDUCABLE MENTALLY RETARDED, \*SECONDARY GRADES, ACTIVITIES, ARITHMETIC, ARITHMETIC CURRICULUM, CITIZENSHIP RESPONSIBILITY, CUMBERLAND, FAMILY LIFE, HOMEHAKING EDUCATION, INSTRUCTIONAL MATERIALS, LANGUAGE ARTS, LANGUAGE DEVELOPMENT, ON THE JOB TRAINING, RECORDS (FORMS), SCHOOL ORIENTATION, SOCIAL ADJUSTMENT, SOCIAL DEVELOPMENT, SOCIALIZATION, SPECIAL EDUCATION, VOCABULARY, VOCATIONAL EDUCATION,

CURRICULUM MATERIAL FOR EDUCABLE MENTALLY RETARDED CHILDREN IS OUTLINED. THREE BROAD AREAS OF INSTRUCTION ARE--(1) SOCIAL SKILLS, INCLUDING OCCUPATIONAL TRAINING (WITH EXAMPLES OF FORMS FOR RECORD KEEPING), FAMILY LIVING, AND COMMUNITY MEMBERSHIP, (2) ARITHMETIC SKILLS, AND (3) LANGUAGE SKILLS. MATERIAL IN EACH AREA IS DEVELOPED FOR PRESENTATION AT THREE LEVELS. IN ADDITION TO UNIT CONTENT SUGGESTIONS, THE GUIDE INCLUDES OBJECTIVES FOR EACH UNIT, SUGGESTIONS FOR GROUPING PUPILS, AND EXAMPLES OF RELATED ACTIVITIES. INSTRUCTIONAL MATERIALS AND BIBLIOGRAPHIES FOR TEACHERS ARE INCLUDED. (VO)

ED 011 422

EC D00 139

THE ACADEMIC ADVISEMENT OF DISABLED STUDENTS. INSTITUTE PROCEEDINGS (SYRACUSE UNIVERSITY, JUNE 16-19, 1965).

BY- COCHRANE, MORTENCE S. AND OTHERS

SYRACUSE UNIV., N.Y., SCHOOL OF SOCIAL WORK

PUB DATE 18 JUN 65

EDRS PRICE MF-\$0.10 HC-\$2.92 73P.

DESCRIPTORS- \*HANDICAPPED, \*HIGHER EDUCATION, \*PHYSICALLY HANDICAPPED, \*SPECIAL HEALTH PROBLEMS, \*VISUALLY HANDICAPPED, ADMISSION (SCHOOL), COLLEGES, COUNSELING, PHYSICAL FACILITIES, SYRACUSE, SYRACUSE ALL UNIVERSITY REHABILITATION COUNCIL, UNIVERSITIES,

SPEECHES AND REPORTS FROM AN INSTITUTE ON HIGHER EDUCATION FOR PHYSICALLY HANDICAPPED STUDENTS ARE PRESENTED. THE INSTITUTE WAS SPONSORED BY THE ALL-UNIVERSITY REHABILITATION COUNCIL AT SYRACUSE UNIVERSITY. ONE SPEECH OUTLINES THE SPECIAL PROVISIONS INCLUDING ADMISSION, PLACEMENT, AND COUNSELING SERVICES FOR HANDICAPPED STUDENTS AT THE UNIVERSITY OF MISSOURI. ANOTHER BRIEFLY SURVEYS THE NUMBERS OF HANDICAPPED STUDENTS IN COLLEGES AND UNIVERSITIES AND TYPES OF PROVISIONS MADE FOR THEM. DISTINCTION IS MADE BETWEEN THE RESPONSIBILITIES OF THE UNIVERSITY AND THE RESPONSIBILITIES OF THE HANDICAPPED STUDENTS. REPORTS SUMMARIZE OTHER SPEECHES ON ARCHITECTURAL BARRIERS, TRENDS IN HIGHER EDUCATION, AND MEDICAL ASPECTS. REPORTS ALSO SUMMARIZE THE WORKSHOP SESSIONS OF STUDENT PERSONNEL ADMINISTRATORS, HOUSING OFFICERS AND CAMPUS PLANNERS, MEDICAL OFFICERS, AND UNIVERSITY COUNSELORS. APPENDICES INCLUDE A COPY OF THE INSTITUTE PROGRAM, NAMES AND ADDRESSES OF THE PARTICIPANTS, A 20-ITEM ANNOTATED BIBLIOGRAPHY, AND A LIST OF EIGHT SOURCES OF RESOURCE MATERIALS. (NY)

ED 011 423

EC D00 149

SPECIAL EDUCATION FOR HANDICAPPED CHILDREN.

BY- HAYDEN, EUGENE J. AND OTHERS

DETROIT BOARD OF EDUCATION, MICH.

REPORT NUMBER DBE-PUE-3-390-INF

PUB DATE 65

EDRS PRICE MF-\$0.09 HC-\$1.40 33P.



DESCRIPTORS- \*ADMISSION CRITERIA, \*HANDICAPPED CHILDREN, \*PROGRAM GUIDES, \*SPECIAL EDUCATION, AGE, BLIND, BLIND CHILDREN, DEAF, DEAF CHILDREN, DETROIT, EDUCABLE MENTALLY HANDICAPPED, FOREIGN STUDENTS, HARD OF HEARING, HEARING CONSERVATION, HOMEBOUND CHILDREN, PARTIALLY SIGHTED, PHYSICALLY HANDICAPPED, SOCIALLY MALADJUSTED, SPECIAL HEALTH PROBLEMS, SPEECH THERAPY, TRAINABLE MENTALLY HANDICAPPED, TRANSPORTATION, VOCATIONAL REHABILITATION,

A BRIEF, GENERAL DESCRIPTION IS PRESENTED OF THE PROGRAM FOR HANDICAPPED CHILDREN IN THE DETROIT PUBLIC SCHOOLS. A HISTORY OF THE PROGRAM, PROCEDURES FOR ADMISSION AND RELEASE OF CHILDREN, ORGANIZATION, CURRICULUM, TEACHING PERSONNEL, AND CURRENT RESEARCH ARE INCLUDED. INFORMATION IS ALSO PROVIDED ON A PROGRAM FOR FOREIGN CHILDREN, TRANSPORTATION OF PHYSICALLY HANDICAPPED AND TRAINABLE MENTALLY HANDICAPPED STUDENTS, AND VOCATIONAL REHABILITATION. (MK)

## ED 011 424

EC 000 150

INDIVIDUAL TESTING AND PSYCHOLOGICAL SERVICES AVAILABLE TO PUBLIC SCHOOLS IN NORTH DAKOTA.

NORTH DAKOTA DEPT. OF PUBLIC INSTR., BISMARCK

REPORT NUMBER NDCPI-10

PUB DATE 1 MAR 66

EDRS PRICE MF-\$0.09 HC-\$0.92 23P.

DESCRIPTORS- \*PSYCHOEDUCATIONAL CLINICS, \*PSYCHOLOGICAL SERVICES, BISMARCK, COMMUNITY AGENCIES (PUBLIC), COUNSELING, COUNSELORS, PSYCHOLOGICAL EVALUATION, PSYCHOLOGICAL TESTING, PSYCHOLOGISTS, PSYCHOMETRISTS, QUALIFICATIONS, REFERRAL, STATE AID.

PSYCHOLOGICAL TESTING, TREATMENT, AND CONSULTANT SERVICES ARE AVAILABLE. A SCREENING AND REFERRAL PROCEDURE WHICH INCLUDES RECOMMENDED GROUP INTELLIGENCE AND ACHIEVEMENT TESTS IS OUTLINED. EIGHT AGENCIES PROVIDING PSYCHOLOGICAL SERVICES ARE DESCRIBED BY NAME, SPONSORING AGENCY, SERVICES AVAILABLE, CLIENT ELIGIBILITY, WAITING PERIOD, FEES, AVAILABILITY OF REPORTS, AND PERSON TO CONTACT FOR APPOINTMENTS. PSYCHOLOGICAL SERVICES IN THE SCHOOL MAY BE PROVIDED BY A VISITING COUNSELOR, SCHOOL PSYCHOMETRIST, OR SCHOOL PSYCHOLOGIST. THE REQUIRED TRAINING AND FUNCTIONS OF EACH POSITION ARE OUTLINED. (NY)

## ED 011 425

EC 000 155

PROGRAM DESCRIPTION, SANTA BARBARA CITY SCHOOLS SPECIAL EDUCATION DEPARTMENT.

BY- MURPHY, THOMAS J. AND OTHERS

SANTA BARBARA CITY SCHOOLS, CALIF.

PUB DATE 1 MAR 66

EDRS PRICE MF-\$0.09 HC-\$0.96 14P.

DESCRIPTORS- \*DAY CARE SERVICES, \*LEARNING DIFFICULTIES, \*MENTALLY HANDICAPPED, \*PHYSICALLY HANDICAPPED, \*VISUALLY HANDICAPPED, COOPERATIVE PROGRAMS, EDUCABLE MENTALLY HANDICAPPED, PROGRAM GUIDES, SANTA BARBARA, SPECIAL CLASSES, SPECIAL EDUCATION, SPECIAL SCHOOLS, TRAINABLE MENTALLY HANDICAPPED,

SINCE ITS BEGINNING IN 1920, THE PROGRAM HAS EXPANDED TO BECOME A DEPARTMENT (1953), AND IN 1964, THE DEPARTMENT PROCESSED 1,500 CASES. SERVICES ARE PROVIDED FOR CHILDREN WHO ARE PHYSICALLY HANDICAPPED, EDUCABLE MENTALLY HANDICAPPED,

TRAINABLE MENTALLY HANDICAPPED, CONFINED TO HOME OR HOSPITAL, VISUALLY HANDICAPPED, SPEECH HANDICAPPED, BEHAVIORALLY HANDICAPPED, AND NEUROLOGICALLY HANDICAPPED. A NURSERY SCHOOL AND AN EXTENDED DAY CARE CENTER SERVE CHILDREN OF WORKING MOTHERS. (NY)

## ED 011 426

EC 000 171

A SELECTED BIBLIOGRAPHY FOR PROGRAMING PHYSICAL EDUCATION AND RECREATIONAL ACTIVITIES FOR THE MENTALLY RETARDED.

NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

EDRS PRICE MF-\$0.09 HC-\$0.76 19P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*MENTALLY HANDICAPPED, \*PHYSICAL EDUCATION, \*RECREATIONAL ACTIVITIES, DISTRICT OF COLUMBIA, MENTAL RETARDATION, PHYSICAL FITNESS,

CONTAINING 93 ANNOTATED REFERENCES TO BOOKS, FANFLETS, AND JOURNAL ARTICLES FROM 1937 THROUGH 1966, THIS BIBLIOGRAPHY IS DESIGNED FOR TEACHERS, RECREATION PERSONNEL, PARENTS, AND COUNSELORS. LISTINGS INCLUDE A SECTION OF REFERENCES ON RECREATIONAL ACTIVITIES AND PHYSICAL EDUCATION FOR THE MENTALLY HANDICAPPED, AS WELL AS A SECTION ON THE GENERAL SUBJECTS OF MENTAL RETARDATION, PHYSICAL EDUCATION, AND RECREATION. (NY)

## ED 011 427

EC 000 202

AN OPPORTUNITY FOR DIGNITY THROUGH WORK. AN OCCUPATIONAL TRAINING CENTER FOR THE MENTALLY HANDICAPPED. FINAL PROJECT REPORT, APRIL 1963-MAY 1966.

LT. JOSEPH P. KENNEDY SCHOOL FOR EXCEPT. CHILD.

PUB DATE MAY 66

EDRS PRICE MF-\$0.16 HC-\$3.36 84P.

DESCRIPTORS- \*JOB PLACEMENT, \*JOB TRAINING, \*MENTALLY HANDICAPPED, \*SHELTERED WORKSHOPS, \*VOCATIONAL EDUCATION, ADMISSION (SCHOOL), CHICAGO, COMMUNITY RESOURCES, KENNEDY JOB TRAINING CENTER, PALOS PARK, PERSONNEL, SPECIAL EDUCATION, VOCATIONAL REHABILITATION, WORK STUDY PROGRAMS,

TO MEET THE NEEDS OF YOUNG MENTALLY RETARDED ADULTS FOR VOCATIONAL SERVICES, THE KENNEDY JOB TRAINING CENTER WAS ESTABLISHED AT THE DAY AND RESIDENTIAL KENNEDY SCHOOL FOR EXCEPTIONAL CHILDREN. THE PROJECT WAS DESIGNED TO PREPARE MENTALLY HANDICAPPED PERSONS FOR WORK IN THE COMMUNITY AND TO UTILIZE AND STRENGTHEN COMMUNITY RESOURCES. A SHELTERED WORKSHOP PROGRAM INCLUDING COUNSELING AND JOB PLACEMENT SERVICES WAS ESTABLISHED. THE WORKSHOP SERVED KENNEDY SCHOOL STUDENTS, TRAINEES FROM THE ILLINOIS DIVISION OF VOCATIONAL REHABILITATION, LOCAL HIGH SCHOOL SPECIAL EDUCATION STUDENTS, AND LONG-TERM TRAINEES. ACCEPTED PERSONS WERE INVOLVED IN A DIAGNOSTIC PERIOD, THEN A TRAINING PERIOD, AND FINALLY THE JOB PLACEMENT PROCESS. TRAINEES WORKED ON SUBCONTRACT JOBS, A CANDLE MANUFACTURING PROJECT, AND TASKS CONNECTED WITH THE KENNEDY SCHOOL. INCLUDED WERE RELEVANT DATA AND DISCUSSION ON PROBLEMS OF ESTABLISHING AND OPERATING A SHELTERED WORKSHOP, SUCH AS RECRUITMENT AND RESPONSIBILITIES OF STAFF AND TRAINEES, ACQUISITION AND COMPLETION OF WORK ORDERS, COUNSELING AND PLACEMENT OF TRAINEES, AND DEVELOPMENT OF A PAY SCALE FOR TRAINEES. RESULTS OF THE PROJECT WERE INTERPRETED, AND THE NEED FOR ADDITIONAL SERVICES WAS OUTLINED. AN APPENDIX INCLUDED SAMPLES OF FOUR FORMS AND RECORDS USED AT THE CENTER. (NY)



ED 011 428

EC 000 385

CREATIVE DRAMATICS FOR HANDICAPPED CHILDREN.  
BY- SCHATTE, REGINA

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- \*CREATIVE DRAMATICS, \*DRAMATIC PLAY,  
\*HANDICAPPED CHILDREN, \*TEACHING GUIDES, MUSIC ACTIVITIES,  
SPECIAL EDUCATION,

BY PROVIDING INSTRUCTIONS AND SAMPLE SCRIPTS, THE AUTHOR SHOWS TEACHERS HOW TO BROADEN THE ENVIRONMENT OF HANDICAPPED CHILDREN THROUGH DRAMATIC PLAY. TECHNIQUES OF PLAY PLANNING, MATERIALS, ADAPTATIONS FOR HANDICAPPED CHILDREN, PLAY ORGANIZATION, AND PLAY PRESENTATION ARE DISCUSSED. NINE PLAY SCRIPTS AND FOUR MUSICAL REVIEWS DEVELOPED BY HANDICAPPED CHILDREN ARE INCLUDED. A LISTING OF SUGGESTED RESOURCES INCLUDES SONGBOOKS, MUSIC BOOKS, RECORDS, AND RHYMES AND POETRY. THIS DOCUMENT WAS PUBLISHED BY JOHN DAY COMPANY, NEW YORK, 160 PAGES, \$4.50. (JA)

ED 011 429

FL 000 032

FOREIGN LANGUAGE ARTICULATION IN CALIFORNIA SCHOOLS AND COLLEGES.

BY- ANTON, ROGER C. AND OTHERS  
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO  
REPORT NUMBER CSDE-72351-300

PUB DATE JUN 66

EDRS PRICE MF-\$0.09 HC-\$0.64 16P.

DESCRIPTORS- \*ARTICULATION (PROGRAM), \*CURRICULUM DEVELOPMENT, \*LANGUAGE LEARNING LEVELS, \*LANGUAGE PROGRAMS,  
\*MODERN LANGUAGES, COLLEGE PLACEMENT, SACRAMENTO,

THE PROGRESS MADE IN TEACHING FOREIGN LANGUAGE SKILLS SHOWS UP THE MAJOR PROBLEM OF ARTICULATION AMONG ELEMENTARY SCHOOLS, JUNIOR AND SENIOR HIGH SCHOOLS, AND COLLEGES, AND IT IS THIS PROBLEM THAT IS EXPLORED BY THE CALIFORNIA LIAISON COMMITTEE ON FOREIGN LANGUAGES. THE ADOPTION OF COMMON OBJECTIVES AND PROVISION FOR CONTINUITY OF LANGUAGE STUDY IN PUBLIC EDUCATION FROM THE FIRST LEVEL THROUGH TEACHER TRAINING CAN CONTRIBUTE TO THE SOLUTION OF THE PROBLEM IN THE FORESEEABLE FUTURE. A STUDENT'S PLACEMENT AT ANY POINT IN THE FOREIGN LANGUAGE SEQUENCE SHOULD DEPEND ON THE DEGREE OF LINGUISTIC PROFICIENCY ATTAINED IN PREVIOUS LEVELS. AT THE COLLEGE LEVEL, THIS CAN BE DETERMINED BEST BY PROFESSIONALLY DESIGNED TESTS. UNFORTUNATELY, THE CREDIT-HOUR STRUCTURE OF MOST COLLEGES MAY LEAD TO REPETITION OF WORK, THOUGH THE COMMITTEE DISCOURAGES CREDIT FOR DUPLICATION OF STUDY. JUNIOR COLLEGES MUST RECONSIDER AND ENLARGE THEIR CURRICULUMS, AND COLLEGES AND UNIVERSITIES MUST DIRECT SPECIAL ATTENTION TO THE TRAINING OF PROSPECTIVE TEACHERS IN LANGUAGE, LITERATURE, PSYCHOLOGY, AND METHODS. THE COMMITTEE FURTHER RECOMMENDS THAT CALIFORNIA SCHOOLS EXPAND THEIR MULTILINGUAL OFFERINGS AT ALL LEVELS AND THAT A CENTRAL INFORMATION CENTER PROVIDE EFFECTIVE COMMUNICATION ABOUT PROGRAMS AND POLICIES IN THE LANGUAGE FIELD. APPENDICES INCLUDE DETAILED DESCRIPTIONS OF FOUR LEVELS OF FOREIGN LANGUAGE COMPETENCE AND LISTS OF CURRENT AND FORMER MEMBERS OF THE COMMITTEE. (GJ)

ED 011 430

FL 000 036

PROCEEDINGS OF THE ANNUAL FOREIGN LANGUAGE CONFERENCE (31ST,  
NEW YORK UNIVERSITY, NOVEMBER 13, 1965).

BY- GUERRA, EMILIO L. AND OTHERS  
NEW YORK UNIV., N.Y., SCH. OF EDUCATION

PUB DATE 13 NOV 65

EDRS PRICE MF-\$0.09 HC-\$1.16 29P.

DESCRIPTORS- \*COMPUTATIONAL LINGUISTICS, \*CONFERENCES,  
\*LANGUAGE INSTRUCTION, \*MODERN LANGUAGES, \*PROGRAMING PROBLEMS,  
\*VOCABULARY DEVELOPMENT, INSTRUCTIONAL MATERIALS,  
NEW YORK CITY, PRONUNCIATION INSTRUCTION, WORD FREQUENCY.

THE SIX PAPERS COLLECTED IN THIS VOLUME DISCUSS CHANGES WHICH HAVE OCCURRED IN FOREIGN LANGUAGE INSTRUCTION IN RECENT YEARS. THE PRINCIPAL PRESENTATION MADE AT THE CONFERENCE, "SOME THOUGHTS ON PAST, PRESENT, AND FUTURE," BY W. FREEMAN THADDELL, DEALS PRIMARILY WITH THE PROBLEMS FACING THE PROGRAMMER WHO WORKS WITH PRONUNCIATION PRACTICE AND VOCABULARY EXPANSION. TOPICS TREATED BRIEFLY BY OTHER SPEAKERS ARE "COMPUTATIONAL CONTRIBUTIONS TO LANGUAGE TEACHING," JOHN E. ALLEN, III, "THE USE OF NEW MEDIA AND MATERIALS," DORA S. BASHOUR, "CHANGES IN TEACHER PREPARATION," LEO U. BERNARDO, "CHANGES IN OBJECTIVES AND CURRICULUM," GLADYS LIPTON, AND "EVALUATION OF LANGUAGE ACHIEVEMENT AND INSTRUCTION," ROBERT J. LUDWIG. (AH)

ED 011 431

FL 000 037

RESEARCH AND METHODOLOGY--RECOMMENDATION NO. 59 TO THE MINISTRIES OF EDUCATION CONCERNING THE TEACHING OF MODERN FOREIGN LANGUAGES IN SECONDARY SCHOOLS, ADOPTED BY THE XXVIII INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION, GENEVA, 1965.

PUB DATE JUN 66

EDRS PRICE MF-\$0.09 HC-\$0.32 8P.

DESCRIPTORS- \*COURSE OBJECTIVES, \*CURRICULUM DEVELOPMENT,  
\*MODERN LANGUAGES, \*SECOND LANGUAGE LEARNING, \*SECONDARY SCHOOLS,  
CONFERENCES, GENEVA, INSTRUCTIONAL MATERIALS, STUDENT EXCHANGE PROGRAMS,  
TEACHER EXCHANGE PROGRAMS, TEACHING METHODS, UNESCO,

THE INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION, SPONSORED JOINTLY BY THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC, AND CULTURAL ORGANIZATION AND THE INTERNATIONAL BUREAU OF EDUCATION, ISSUED AN OFFICIAL POLICY STATEMENT. RECOMMENDATIONS WERE MADE CONCERNING (1) THE VALUES OF STUDYING A MODERN FOREIGN LANGUAGE, (2) THE PLACE OF MODERN FOREIGN LANGUAGES IN THE CURRICULUM, (3) THE OBJECTIVES OF LANGUAGE COURSES, (4) THE CONTENT OF COURSES, (5) THE CHOICE OF METHODS, TECHNIQUES, AND INSTRUCTIONAL MATERIALS, (6) THE QUALIFICATIONS, TRAINING, AND INSERVICE TRAINING OF MODERN FOREIGN LANGUAGE TEACHERS, AND (7) THE NEED FOR AN INTENSIFIED PROGRAM OF EXCHANGE FOR TEACHERS, ASSISTANTS, AND STUDENTS. THIS ARTICLE IS PUBLISHED IN "CONTACT," NUMBER 9, JUNE 1966. (AH)

ED 011 432

FL 000 038

COURSE DENSITY AND STUDENT PERCEPTION.

BY- FIKS, A. I. CORBINO, J. P.  
GEORGE WASHINGTON UNIV., ALEXANDRIA, VA.  
EDRS PRICE MF-\$0.09 HC-\$0.44 11P.

DESCRIPTORS- \*LANGUAGE RESEARCH, \*MODERN LANGUAGES, \*SECOND LANGUAGE LEARNING, \*TIME FACTORS (LEARNING), \*VOCABULARY,

## ALEXANDRIA, COURSE ORGANIZATION, CURRICULUM PLANNING,

A STUDY OF COURSE DENSITY AND PACE OF FOREIGN LANGUAGE INSTRUCTION WAS BASED ON DATA OBTAINED FROM THE STAFF MEMBERS AND STUDENTS OF NINE SCHOOLS OFFERING INTENSIVE, SEMI-INTENSIVE, OR NON-INTENSIVE PROGRAMS IN WHICH AUDIOLINGUAL SKILLS WERE STRESSED. THE LANGUAGES CONCERNED WERE CHINESE, RUSSIAN, GERMAN, SPANISH, AND FRENCH. PARTICIPATING SCHOOLS WERE UNIVERSITIES, MILITARY INSTALLATIONS, COMMERCIAL SCHOOLS, A U.S. GOVERNMENT CIVILIAN CENTER, AND A PUBLIC ELEMENTARY SCHOOL. COURSE DENSITY FOR THESE PROGRAMS WAS DETERMINED BY DIVIDING THE TOTAL NUMBER OF WORDS TO BE TAUGHT IN A COURSE BY THE NUMBER OF INSTRUCTIONAL HOURS REQUIRED. THESE WERE CONSIDERED ONLY AS GROSS MEASURES, SINCE THEY DID NOT REFLECT THE DEGREE OF GRAMMATICAL AND PHONOLOGICAL CONTROL TO BE ATTAINED BY THE STUDENTS. STUDENTS WERE ASKED AT TWO TIMES DURING THE COURSE TO RATE THE PACE OF INSTRUCTION. WHILE RESULTS CANNOT BE USED TO PREDICT ACCURATELY THE TIME REQUIRED TO TEACH A GIVEN VOCABULARY, THEY MAY HAVE SOME VALUE AS GUIDELINES IN CURRICULUM PLANNING. ALSO, STUDENT PERCEPTION OF COURSE DENSITY WAS FOUND TO BE FAIRLY ACCURATE. (AM)

ED 011 433

FL DOD 116

GENERAL OBSERVATIONS ON THE RESULTS OF THE SURVEY OF FOREIGN LANGUAGE OFFERINGS AND ENROLLMENTS IN CALIFORNIA PUBLIC SCHOOLS, FALL 1965.

BY- DUSEL, JOHN P.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE 15 OCT 66

EDRS PRICE MF-\$0.09 HC-\$0.80 15P.

DESCRIPTORS- \*FILES, \*LANGUAGE ENROLLMENT, \*LANGUAGE LABORATORIES, \*PUBLIC SCHOOLS, \*SECONDARY SCHOOLS, FILES TEACHERS, INSTRUCTIONAL TELEVISION, PROGRAMED INSTRUCTION, SACRAMENTO, TEACHER QUALIFICATIONS,

A SURVEY OF 83.5 PERCENT OF THE SCHOOL DISTRICTS OF CALIFORNIA SHOWS THAT IN 1965 (THE YEAR THAT FOREIGN LANGUAGE STUDY WAS MADE MANDATORY IN THE SIXTH GRADE) ENROLLMENTS IN ELEMENTARY SCHOOL (K-8) WERE 573,355, COMPARED WITH 107,294 IN 1961, THOUGH FEWER STUDENTS WERE STUDYING A FOREIGN LANGUAGE IN GRADES K-4 THAN IN 1961. THE ENROLLMENTS IN SECONDARY SCHOOLS INCREASED 9.9 PERCENT OVER THE PREVIOUS YEAR. SPANISH CONTINUES TO BE MORE IN DEMAND THAN FRENCH OR GERMAN, AND THE CLASSICAL LANGUAGES ARE OFFERED IN FEWER SCHOOLS THAN FORMERLY. SOME SIXTH-GRADE PUPILS MEET THE STATE'S FOREIGN LANGUAGE REQUIREMENT THROUGH ENROLLMENT IN PRIVATE COURSES, AND THE NUMBER OF EXEMPTED STUDENTS MAY INCREASE AS THE LAW IS EXTENDED TO THE SEVENTH AND EIGHTH GRADES. THE AVAILABILITY OF LABORATORIES IS ON THE INCREASE IN SECONDARY SCHOOLS, AND TELEVISION OR OTHER PROGRAMED INSTRUCTION WHICH MAY SUPPLEMENT SECONDARY-LEVEL TEACHING IS USED PARTIALLY OR TOTALLY FOR MANY ELEMENTARY SCHOOL COURSES. SECONDARY SCHOOL FOREIGN LANGUAGE TEACHERS GENERALLY HAVE HAD A FOREIGN LANGUAGE MAJOR OR MINOR AND TRAINING IN LABORATORY USE. IN ELEMENTARY SCHOOLS, SOMETIMES VISITING SPECIALISTS OR, AT THE OTHER EXTREME, THE REGULAR TEACHERS WITH LITTLE OR NO FOREIGN LANGUAGE TRAINING GIVE THE INSTRUCTION. THIS REPORT INCLUDES STATISTICAL TABLES. IT IS ALSO AVAILABLE FROM THE OFFICE OF FOREIGN LANGUAGE PROGRAMS, CALIFORNIA STATE DEPARTMENT OF EDUCATION, 721 CAPITOL HALL, SACRAMENTO 95814.

(GJ)

ED 011 434

FL DOD 126

FOREIGN LANGUAGES IN FLORIDA SCHOOLS, A GUIDE.

FLORIDA ST. DEPT. OF EDUCATION, TALLAHASSEE

REPORT NUMBER FSCE-BULL-70

PUB DATE

66

EDRS PRICE MF-\$0.18 HC-\$3.92 90P.

DESCRIPTORS- \*LANGUAGE GUIDES, \*LANGUAGE LEARNING LEVELS, \*MODERN LANGUAGES, \*SECONDARY SCHOOLS, \*STATE CURRICULUM GUIDES, FILES, INSTRUCTIONAL MATERIALS, LANGUAGE TESTS, LATIN, LESSON OBSERVATION CRITERIA, TALLAHASSEE, TEACHER QUALIFICATIONS, TEACHING TECHNIQUES,

FLORIDA TEACHERS FROM ELEMENTARY SCHOOLS THROUGH UNIVERSITIES COOPERATED ON THIS GUIDE TO DEVELOP PROFICIENCY IN FOREIGN LANGUAGE COMMUNICATION SKILLS. THE GUIDE DESCRIBES FOUR LEARNING LEVELS FOR ELEMENTARY AND HIGH SCHOOLS TO BE COMPLETED IN A SINGLE FOREIGN LANGUAGE, WITH TWO POSSIBLE ADDITIONAL LEVELS. THE FOCUS IS ON THE DEVELOPMENT OF A SEQUENTIAL FOREIGN LANGUAGE PROGRAM, TEACHER PREPARATION AND PROFESSIONAL GROWTH, TEACHING TECHNIQUES AT EACH LEVEL, AND TEST PREPARATION AND THE USE OF SCORING SCALES. MODERN INSTRUCTIONAL EQUIPMENT AND MATERIALS ARE RECOMMENDED WITH THE EXCEPTION, AS YET, OF TEACHING MACHINES. WIDENING FOREIGN LANGUAGE STUDY TO INCLUDE SELDOM TAUGHT CONTEMPORARY LANGUAGES, LATIN, ENGLISH AS A SECOND LANGUAGE, AND SPANISH FOR SPANISH-SPEAKING STUDENTS IS ALSO ADVOCATED. A BIBLIOGRAPHY IS INCLUDED. (GJ)

ED 011 435

FL DOD 207

REPORT OF THE FOREIGN LANGUAGE ARTICULATION COMMITTEE TO THE TOWNSHIP STEERING COMMITTEE.

BY- FISHER, DALE AND OTHERS

THORNTON TOWNSHIP PUBLIC SCHOOL COUNCIL, ILL.

PUB DATE

65

EDRS PRICE MF-\$0.09 HC-\$1.00 27P.

DESCRIPTORS- \*ARTICULATION (PROGRAM), \*COURSE OBJECTIVES, \*CURRICULUM DEVELOPMENT, \*LANGUAGES, \*PROGRAM ADMINISTRATION, PROGRAM EVALUATION, THORNTON TOWNSHIP,

THE FOREIGN LANGUAGE ARTICULATION COMMITTEE OF THORNTON, ILLINOIS, REPORTED TO THE TOWNSHIP STEERING COMMITTEE UPON THE SPECIFICS FOR BUILDING LANGUAGE PROGRAMS FROM THE ELEMENTARY SCHOOL LEVEL THROUGH JUNIOR COLLEGE. THE REPORT COVERS CONTINUITY OF A CHOSEN LANGUAGE, TEACHING METHODS, EVALUATION, COOPERATION WITH OTHER CURRICULUM AREAS, COORDINATION OF MATERIALS AND RESOURCES, ARTICULATION OF ACADEMIC PROCEDURES, AND THE SELECTION OF STUDENTS, TEACHERS, AND SUPERVISORS. A BIBLIOGRAPHY IS FOLLOWED BY TWO APPENDICES GIVING RECOMMENDATIONS FOR INITIATORS OF FOREIGN LANGUAGE PROGRAMS AND FOR GUIDANCE WORKERS. THIS REPORT IS ALSO AVAILABLE FROM THE OFFICE OF THE DIRECTOR OF INSTRUCTION, DOLTON, ILLINOIS, FOR \$2.00. (GJ)

ED 011 436

FL DOD 217

THE LANGUAGE LABORATORY, A BIBLIOGRAPHY.

BY- HEPPORTH, JOHN D.

MANCHESTER PUBLIC LIBRARIES (ENGLAND)

PUB DATE

66

EDRS PRICE MF-\$0.09 HC-\$0.84 21P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*INSTRUCTIONAL MATERIALS,  
\*LANGUAGE LABORATORY EQUIPMENT, \*LANGUAGE LABORATORY USE,  
\*TEACHING METHODS, ANNOTATED BIBLIOGRAPHIES, MANCHESTER,

A MEMBER OF THE MANCHESTER PUBLIC LIBRARIES STAFF HAS COMPILED A SELECTIVE, ANNOTATED BIBLIOGRAPHY ON LANGUAGE LABORATORIES, LISTING APPROXIMATELY 230 BOOKS AND PERIODICAL ARTICLES, MANY OF WHICH ARE BRITISH PUBLICATIONS CONSIDERED ACCESSIBLE TO BRITISH USERS. THE SECTIONS ARE--(1) BIBLIOGRAPHIES, (2) GENERAL AND COMPREHENSIVE ACCOUNTS DESCRIBING ASPECTS OF LABORATORY USE OR SERVING AS AN INTRODUCTION TO THE WHOLE SUBJECT, (3) TEACHING METHODS IN THE LABORATORY, (4) THE LABORATORY IN INDUSTRY AND COMMERCE, (5) DESCRIPTIONS OF EQUIPMENT AND CRITERIA FOR SELECTION WITH A DIRECTORY OF MANUFACTURERS, (6) DESCRIPTIONS OF COURSE MATERIAL FOR LABORATORY USE WITH A LIST OF DISTRIBUTORS, AND (7) A DIRECTORY OF AGENCIES, INSTITUTIONS, AND ORGANIZATIONS. THE LISTINGS DATE FROM 1955 TO 1965. (GJ)

ED 011 437

FL 000 278

INTERCULTURAL EDUCATION, GRADES 1-12.

BY- DEERBAUM, ALFRED W.

UNITED STATES DEFENDENTS SCHOOLS, WASHINGTON, D.C.

REPORT NUMBER USDESEA-PAH-350-216

PUB DATE 13 DEC 65

EDRS PRICE MF-\$0.16 HC-\$2.84 71P.

DESCRIPTORS- \*CULTURAL ENRICHMENT, \*FOREIGN CULTURE, \*GERMAN,  
\*INTERCULTURAL PROGRAMS, \*RESOURCE GUIDES, AREA STUDIES,  
DISTRICT OF COLUMBIA, GERMANY, TEACHING GUIDES,

THE PROGRAM OUTLINED IN THIS GUIDE WAS DEVELOPED FOR TEACHERS AND PRINCIPALS OF UNITED STATES DEFENDENTS SCHOOLS IN NATIONS OF THE NORTH ATLANTIC TREATY ORGANIZATION. IT IS CONCERNED PARTICULARLY WITH THE STUDY OF THE CULTURE OF THE HOST NATION, GERMANY, ITS CORRELATION WITH OTHER SUBJECTS, AND ITS INTEGRATION INTO THE CURRICULUM. CHAPTERS IN PART I COVER THE PHILOSOPHY, PURPOSE, ORGANIZATIONAL PATTERN, AND CURRICULAR CONTENTS OF AN INTERCULTURAL EDUCATION PROGRAM. PART II INCLUDES CHAPTERS ON INSERVICE EDUCATION, METHODS OF INTRODUCING CULTURAL PROJECTS, RELATIONS WITH THE HOST NATION, AND SUGGESTIONS FOR WAYS OF CORRELATING THE CULTURE OF GERMANY WITH SOCIAL STUDIES, PHYSICAL EDUCATION, FOREIGN LANGUAGES, ENGLISH, ART, INDUSTRIAL ARTS, MUSIC, MATHEMATICS, BUSINESS EDUCATION, AND SCIENCE. ALSO INCLUDED ARE A BIBLIOGRAPHY OF TEACHING AIDS (BOOKS, FILMS, MAPS, FILMSTRIPS, TAPES, AND REFERENCE WORKS) AND AN EVALUATION CHECKLIST FOR INTERCULTURAL EDUCATION PROGRAMS. (AUTHOR/AH)

ED 011 438

FL 000 280

CURRICULUM ARTICULATION IN FOREIGN LANGUAGES, GRADES FOUR THROUGH TWELVE.

BY- RUSSO, BEN J.

EDRS PRICE MF-\$0.09 HC-\$0.56 14P.

DESCRIPTORS- \*ARTICULATION (PROGRAM), \*FLEXIBLE SCHEDULES,  
\*LANGUAGE LEARNING LEVELS, \*MODERN LANGUAGE CURRICULUM,  
\*SCHEDULE MODULES, AUDIOLINGUAL SKILLS, FLES, READING SKILLS,  
TIME BLOCKS, WRITING SKILLS,

AN ORGANIZATIONAL PLAN BASED ON THE USE OF SCHEDULE MODULES OFFERS A SYSTEMATIC APPROACH TO THE DEVELOPMENT OF A WELL-ARTICULATED FOREIGN LANGUAGE PROGRAM FROM ELEMENTARY

THROUGH HIGH SCHOOL. A THREE-TRACK SEQUENCE IS SUITABLE FOR SCHOOL DISTRICTS WISHING TO PROVIDE SUCH A PROGRAM. WITH THIS PLAN STUDENTS CAN BEGIN FOREIGN LANGUAGE STUDY IN GRADE 4 AND COMPLETE SIX STAGES (9 YEARS), IN GRADE SEVEN AND COMPLETE FIVE STAGES (6 YEARS), OR IN GRADE NINE AND COMPLETE FOUR STAGES (4 YEARS). THE PROPORTION OF TIME DEVOTED TO THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS CHANGES AS A SEQUENCE PROGRESSES, AND VARIES FROM ONE TRACK TO ANOTHER ACCORDING TO AGE DIFFERENCES. PHASE I, WHETHER TAKEN IN ELEMENTARY, JUNIOR, OR SENIOR HIGH SCHOOL, ALWAYS CONTAINS THE SAME NUMBER OF SCHEDULE MODULES OR TIME BLOCKS IN ORDER TO PROVIDE FOR ORDERLY PROGRESSION OF STUDENTS TO THE NEXT PHASE. A SYLLABUS AND A STRONG SUPERVISORY PROGRAM ARE ESSENTIAL IN MAINTAINING CONTINUITY WHEN THIS TYPE OF PROGRAM IS PUT INTO OPERATION. DIAGRAMS OF THE ARRANGEMENT OF SCHEDULE MODULES FOR EACH OF THE THREE TRACKS ARE GIVEN. (AUTHOR/AH)

ED 011 439

FL 000 280

A SYSTEM FOR THE DEVELOPMENT OF SPEAKING IN THE TEACHING OF RUSSIAN TO FOREIGNERS.

BY- BITEKHTIN, G.A. BOCKMAN, JOHN F.

PUB DATE

65

EDRS PRICE MF-\$0.09 HC-\$0.68 17P.

DESCRIPTORS- \*AUDIOLINGUAL SKILLS, \*HABIT FORMATION,  
\*LINGUISTIC PATTERNS, \*RUSSIAN, \*TEACHING TECHNIQUES, MOSCOW  
UNIVERSITY, RUSSIA, SPEECH SKILLS,

WHILE EVERY OTHER ASPECT OF LANGUAGE TEACHING IS TODAY SUBORDINATE TO THE DEVELOPMENT OF SPEAKING, PROBLEMS WILL DEVELOP UNLESS THERE IS AN ESSENTIAL REMARKING OF METHODOLOGY AND AN ESTABLISHMENT OF A SYSTEM FOR DEVELOPING EFFECTIVE ORAL FACILITY. CONSCIOUSNESS OF GRAMMATICAL PHENOMENA IS INDISPENSABLE FOR RAPID MASTERY OF SPOKEN RUSSIAN. THE TEACHING OF GRAMMAR BY PATTERNS, ADVANTAGEOUS AS THE METHOD MAY BE IN TEACHING SPEAKING IN ANALYTICAL LANGUAGES, IS INAPPROPRIATE FOR RUSSIAN, WHERE ANY LINGUISTIC PATTERN MUST BE SUPPLEMENTED BY RULES OF FORM PRODUCTION. TRAINING IN SPEECH DEVELOPMENT IS PRIMARILY THE FORMING OF HABITS OF DIFFERENTIATION AMONG LINGUISTIC PHENOMENA, FOR WHICH THERE CAN BE NO PURELY MECHANICAL TRAINING. CONSTANT, THOUGHTFUL ACTIVITY AT MOMENTS OF SPEAKING IS ESSENTIAL. HABITS, ONCE FORMED CONSCIOUSLY, ARE INCLUDED IN THE FORMATION OF OTHER CONSCIOUSLY FORMED HABITS UNTIL A COMPLEX OF PHENOMENA EMERGES IN THE MIND OF THE STUDENT. LEXICAL PHENOMENA MUST BE INTERWOVEN WITH GRAMMATICAL PHENOMENA FOR AN ORGANIZED MERGER IN THE MIND OF THE LEARNER. A VARIETY OF ACTIVITIES ELABORATE THE SYSTEM--THE USUAL AUDIOLINGUAL METHODS, LISTENING TO TAPES TO DEVELOP COMPREHENSION, NATURAL CLASSROOM DIALOGS, "SHORT-MEMORY" TRAINING, CREATION OF LIFE SITUATIONS, QUESTIONS AND ANSWERS, AND SPEAKING FROM PICTURES. IN ALL OF THESE, CONSCIOUSNESS OF THE EXISTENCE OF COMMUNICATIVE SPEAKING SITUATIONS IS VITAL. THIS ARTICLE IS A PUBLICATION OF THE INTERNATIONAL SEMINAR FOR FOREIGN TEACHERS OF RUSSIAN (MOSCOW, 1965). (AUTHOR)

ED 011 440

FL 000 304

SURVEY OF FOREIGN LANGUAGE OFFERINGS AND ENROLLMENTS IN CALIFORNIA PUBLIC SCHOOLS, 1965-66, SECOND INSTALLMENT.

BY- DUSEL, JOHN P.  
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO



PUB DATE 3 FEB 67

EDRS PRICE MF-\$0.09 HC-\$0.72 18P.

DESCRIPTORS- \*ARTICULATION (PROGRAM), \*COURSE ORGANIZATION, \*FILES, \*INSTRUCTIONAL MATERIALS, \*LANGUAGE INSTRUCTION, \*STUDENT PLACEMENT, LANGUAGE ENROLLMENTS, SACRAMENTO, STUDENT GROUPING,

THE SECOND INSTALLMENT TO THE FALL 1965, SURVEY OF FOREIGN LANGUAGE STUDY IN ELEMENTARY, UNIFIED, AND SECONDARY SCHOOL DISTRICTS OF CALIFORNIA REPORTS THAT, FROM THE SIXTH THROUGH THE EIGHTH GRADES, DAILY INSTRUCTION IN FOREIGN LANGUAGES IS MORE COMMON THAN LESS FREQUENT SCHEDULING AND THAT ELEMENTARY AND UNIFIED SCHOOL DISTRICTS MORE THAN MEET THE MINIMUM TIME RECOMMENDED BY THE STATE BOARD OF EDUCATION. UNFORTUNATELY, IN MOST DISTRICTS, STUDENTS WITH SUCH FOREIGN LANGUAGE PREPARATION ENTER BEGINNERS' CLASSES IN HIGH SCHOOL. MANY ELEMENTARY SCHOOL DISTRICTS ADMIT THEY HAVE NOT YET WORKED OUT PLACEMENT PROCEDURES BETWEEN THEIR SCHOOLS AND JUNIOR OR 4-YEAR HIGH SCHOOLS, THOUGH EFFECTIVE ARTICULATION WOULD ELIMINATE CONFUSION AND DUPLICATION OF EFFORT. IN ADDITION TO STATISTICAL TABLES ON THE TIME SPENT TEACHING FOREIGN LANGUAGES, THIS REPORT INCLUDES LISTS OF INSTRUCTIONAL MATERIALS USED IN GRADES 1 TO 8 OF THE CALIFORNIA PUBLIC SCHOOLS IN FRENCH, GERMAN, AND SPANISH. THIS REPORT IS AN ISSUE OF THE "FOREIGN LANGUAGE NEWSLETTER," VOLUME 6, NUMBER 1, FEBRUARY 1967, AND IS ALSO AVAILABLE FROM THE OFFICE OF FOREIGN LANGUAGE PROGRAMS, CALIFORNIA STATE DEPARTMENT OF EDUCATION, 721 CAPITOL MALL, SACRAMENTO 95814. (GJ)

ED 011 441

FL OOD 306

MODERN LINGUISTICS AND THE TEACHING OF LATIN.  
BY- KELLY, DAVID MILARY

PUB DATE 18 NOV 65

EDRS PRICE MF-\$0.09 HC-\$0.32 6P.

DESCRIPTORS- \*AUDIOLINGUAL METHODS, \*LATIN, \*PATTERN DRILLS (LANGUAGE), \*READING COMPREHENSION, \*TEACHING TECHNIQUES, \*GRAMMAR, \*HABIT FORMATION, LANGUAGE PATTERNS, LANGUAGE SKILLS, TRANSLATION,

TRADITIONALISTS FREQUENTLY MAINTAIN THAT AUDIOLINGUAL TECHNIQUES, IN THEIR EMPHASIS OF GRAMMATICAL THEORY, TEND TO BE SUPERFICIAL AND UNSCHOLARLY. ADVOCATES OF THE NEWER METHODOLOGIES COUNTER BY INSISTING UPON THE NECESSITY OF WELL-CONSTRUCTED DRILL MATERIAL IN ABUNDANCE AT THE ELEMENTARY LEVEL. THE DIFFERENCE IN THE APPROACHES DERIVES FROM TWO COMPETING THEORIES OF LANGUAGE ACQUISITION. THE TRADITIONALISTS FOCUS UPON THE ROLE OF THE INTELLECT IN THIS TASK. AFTER THE GRAMMATICAL RULES AND PARADIGMS HAVE BEEN EXPLAINED CLEARLY IN CLASS, THE STUDENT MUST STRIVE TO UNDERSTAND THEM SO THAT HE CAN PROCEED TO THE READING OF GRADED TEXTS. AUDIOLINGUAL TEACHERS, ON THE OTHER HAND, BELIEVE THAT LANGUAGE LEARNING IS BASICALLY A MATTER OF HABIT FORMING. NEW SKILLS ARE TO BE MASTERED AND THIS SIMPLY REQUIRES PRACTICE. THE KEY TO A RECONCILIATION OF THE TWO METHODOLOGIES IS A CLEAR UNDERSTANDING OF ALL THAT IS INVOLVED IN THE TERM GRAMMAR. LINGUISTIC DESCRIPTIONS WRITTEN BY THE LINGUISTS ARE GRAMMARS, BUT SO IS THE TOTAL KNOWLEDGE THAT THE NATIVE SPEAKER POSSESSES OF HIS LANGUAGE, A KNOWLEDGE THAT ENABLES HIM TO RECOGNIZE AND PRODUCE ON HIS

OWN WELL-FORMED SENTENCES. THE AUDIOLINGUAL METHODOLOGY THEREFORE DOES TEACH GRAMMAR SINCE THE STUDENT WHO MASTERS A PARTICULAR LINGUISTIC PATTERN HAS IN EFFECT CONSTRUCTED FOR HIMSELF THE APPROPRIATE RULE. A BRIEF PRESENTATION OF SUCH RULES BY THE TEACHER WILL SERVE THE PURPOSE OF GIVING THE STUDENT A THEORETICAL ACCOUNT OF WHAT HE IS TRYING TO LEARN PRACTICALLY. THE RATIONALE OF THIS ARTICLE IS DISCUSSED WITHIN A CONTEXT OF LATIN INSTRUCTION. THE ARTICLE IS AN ISSUE OF THE "CATHOLIC CLASSICAL ASSOCIATION OF GREATER NEW YORK NEWSLETTER," VOLUME 26, NEWSLETTER 5, NOVEMBER 18, 1965. (AUTHOR)

ED 011 442

FL OOD 348

PRETEST AND POSTTEST RESULTS FOR THE 1966 NCEA SUMMER FOREIGN LANGUAGE INSTITUTE. MLA FOREIGN LANGUAGE PROFICIENCY TESTS FOR TEACHERS AND ADVANCED STUDENTS.

EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.

REPORT NUMBER ETS-SR-67-17

PUB DATE MAR 67

EDRS PRICE MF-\$0.09 HC-\$1.04 28P.

DESCRIPTORS- \*INSTITUTES (TRAINING PROGRAMS), \*LANGUAGE TEACHERS, \*LANGUAGE TESTS, \*TEACHER IMPROVEMENT, \*TEST RESULTS, LANGUAGE COMPETENCE, MLA FOREIGN LANGUAGE PROFICIENCY TESTS, MODERN LANGUAGES, NATIONAL DEFENSE EDUCATION ACT (NDEA), NCEA SUMMER FOREIGN LANGUAGE INSTITUTES, POST TESTING, PRETESTING, PRINCETON, STATISTICAL DATA, TEST INTERPRETATION,

FOREIGN LANGUAGE PROFICIENCY TESTS OF THE MODERN LANGUAGE ASSOCIATION WERE USED TO DETERMINE THE DEGREE OF IMPROVEMENT ACHIEVED BY 2,500 FOREIGN LANGUAGE TEACHERS WHO RECEIVED ADVANCED TRAINING IN THE 1966 NCEA SUMMER FOREIGN LANGUAGE INSTITUTES. TEACHERS OF FRENCH, GERMAN, ITALIAN, RUSSIAN, AND SPANISH IN 52 INSTITUTES WERE TESTED AT THE BEGINNING AND THE END OF THE INSTITUTES IN THE SEVEN FIELDS IN WHICH INSTRUCTION WAS OFFERED--LISTENING COMPREHENSION, SPEAKING, READING, WRITING, APPLIED LINGUISTICS, CIVILIZATION AND CULTURE, AND PROFESSIONAL PREPARATION. THOUGH THERE WAS CONSIDERABLE VARIATION IN THE AMOUNT OF GAIN ATTAINED BY THE TEACHERS ON THE SEVEN TESTS, A COMPARISON OF GAINS AMONG INSTITUTES SHOWED THAT, IN GENERAL, THE NONSKILL AREAS AND WRITING AND SPEAKING HAD RECEIVED THE GREATEST AMOUNT OF EMPHASIS IN THE INSTITUTES. READING AND LISTENING COMPREHENSION WERE LEAST EMPHASIZED. TWO LIMITATIONS ON THE DATA WERE THE LACK OF A CONTROL GROUP AND THE POSSIBLE LOW DEGREE OF COMPARABILITY OF SCORES FOR ALTERNATE FORMS OF EACH TEST. GAINS BY LANGUAGE AND INSTITUTES ARE PRESENTED IN STATISTICAL TABLES. (AM)

ED 011 443

FL OOD 358

SUMMARY OF THE STATE SUPERVISORS' ANNUAL REPORTS ON MODERN FOREIGN LANGUAGES, NCEA TITLE III NARRATIVE REPORTS SUBMITTED BY STATE DEPARTMENTS OF EDUCATION IN 1966.

BY- POWERS, JAMES R. MOODY, NANCY L.

OFFICE OF EDUCATION, WASHINGTON, D.C.

PUB DATE 67

EDRS PRICE MF-\$0.09 HC-\$1.48 37P.

DESCRIPTORS- \*INSTRUCTIONAL IMPROVEMENT, \*LANGUAGE PROGRAMS, \*MODERN LANGUAGES, \*STATE FOREIGN LANGUAGE SUPERVISORS, \*STATE PROGRAMS, DISTRICT OF COLUMBIA, FILES PROGRAMS, INSERVICE PROGRAMS, INSTRUCTIONAL MATERIALS, LANGUAGE



ENROLLMENT, LANGUAGE LABORATORIES, LANGUAGE TESTS, NATIONAL DEFENSE EDUCATION ACT TITLE III, TEACHING METHODS,

A SUMMARY IS GIVEN OF REPORTS SUBMITTED TO THE U.S. OFFICE OF EDUCATION BY 46 STATES PARTICIPATING IN THE NDEA TITLE III PROGRAM OF INSTRUCTIONAL IMPROVEMENT IN FOREIGN LANGUAGE EDUCATION. ACTIVITIES AND ACCOMPLISHMENTS FOR THE 1965-66 SCHOOL YEAR ARE SUMMARIZED FOR EACH STATE UNDER THE THREE HEADINGS OF EVIDENCE OF IMPROVED INSTRUCTION, EVIDENCE OF EFFECTIVE SUPERVISORY SERVICES, AND ADEQUACY OF MATERIALS AND EQUIPMENT ACQUIRED UNDER THE ACT. TOPICS DETAILED ARE--(1) TRENDS IN THE PURCHASE AND USE OF EQUIPMENT AND MATERIALS; (2) USE OF NEW APPROACHES IN FOREIGN LANGUAGE TEACHING; (3) DEVELOPMENT OF LONGER SEQUENCES OF STUDY; (4) IMPROVEMENT IN STUDENT ACHIEVEMENT ON STANDARDIZED TESTS; (5) ENCOURAGEMENT BY STATE SUPERVISORS OF LONG-RANGE PLANNING IN SCHOOL DISTRICTS RATHER THAN MERE PURCHASE OF EQUIPMENT; (6) DESIGN OF STATE-SPONSORED INSERVICE PROGRAMS; AND (7) INITIATION OF EFFORTS TO WORK WITH COLLEGE PERSONNEL ON THE IMPROVEMENT OF TEACHER PREPARATION. (AM)

ED 011 444

FL 000 350

FOREIGN LANGUAGE INSTRUCTION IN THE STATES, 1965, DATA ON SELECTED TOPICS AS REPORTED BY STATE SUPERVISORS OF FOREIGN LANGUAGES AND NDEA TITLE III COORDINATORS.

BY- POWERS, JAMES R.

OFFICE OF EDUCATION, WASHINGTON, D.C.

PUB DATE AUG 66

EDRS PRICE MF-\$0.09 HC-\$1.64 41P.

DESCRIPTORS- \*INSTRUCTIONAL IMPROVEMENT, \*LANGUAGE PROGRAMS, \*MODERN LANGUAGES, \*STATE FOREIGN LANGUAGE SUPERVISORS, \*STATE PROGRAMS, DISTRICT OF COLUMBIA, ENGLISH (SECOND LANGUAGE), FLES, INSERVICE PROGRAMS, INSTRUCTIONAL TELEVISION, LANGUAGE ENROLLMENT, LANGUAGE LABORATORIES, NATIONAL DEFENSE EDUCATION ACT TITLE III, TEACHER CERTIFICATION,

A SUMMARY IS GIVEN OF ACTIVITIES CONDUCTED DURING THE 1964-65 SCHOOL YEAR AS PART OF THE PROGRAM OF INSTRUCTIONAL IMPROVEMENT IN FOREIGN LANGUAGE EDUCATION AUTHORIZED BY TITLE III OF THE NATIONAL DEFENSE EDUCATION ACT. SIGNIFICANT GAINS CITED BY STATE FOREIGN LANGUAGE SUPERVISORS ARE THE DEVELOPMENT OF LONGER SEQUENCES OF STUDY, GROWTH IN ENROLLMENTS IN FOREIGN LANGUAGE INSTRUCTION IN THE ELEMENTARY SCHOOLS, AND AN INCREASE IN THE NUMBER OF SUPERVISORS OF FOREIGN LANGUAGES AT THE LOCAL LEVEL. IN ADDITION, THE SUMMARY SHOWS TRENDS IN THE DESIGN AND USE OF LANGUAGE LABORATORY EQUIPMENT AND IN THE TYPES OF STATE-SPONSORED INSERVICE TRAINING PROVIDED TO HELP TEACHERS APPLY APPROPRIATE METHODOLOGY IN USING THE MATERIALS AND EQUIPMENT ACQUIRED WITH TITLE III FUNDS. OTHER TOPICS DISCUSSED BRIEFLY ARE TELEVISION, PROGRAMED INSTRUCTION, BILINGUAL EDUCATION, THE ADVANCED PLACEMENT PROGRAM, AND INSTRUCTION IN UNCOMMON LANGUAGES. A STATE-BY-STATE COMPILATION IS GIVEN FOR EACH OF THE MAJOR TOPICS DISCUSSED IN THE INDIVIDUAL STATE REPORTS. (AM)

ED 011 445

FL 000 400

SELECTED BIBLIOGRAPHY IN LINGUISTICS WITH SPECIAL EMPHASIS ON APPLIED GERMAN LINGUISTICS.

PUB DATE 67

EDRS PRICE MF-\$0.10 HC-\$2.60 65P.

DESCRIPTORS- \*APPLIED LINGUISTICS, \*BIBLIOGRAPHIES, \*GERMAN, \*LANGUAGE INSTRUCTION, \*TEACHER EDUCATION, MORPHOLOGY (LANGUAGES), NDEA FOREIGN LANGUAGE INSTITUTES, SCHOLARLY JOURNALS, SYNTAX, SYRACUSE UNIVERSITY,

EIGHT HUNDRED AND NINE BOOKS AND ARTICLES PUBLISHED BETWEEN 1885 AND 1967 ARE LISTED IN THIS BIBLIOGRAPHY FOR STUDENTS OF APPLIED GERMAN LINGUISTICS AT THE GRADUATE AND UNDERGRADUATE LEVELS AND TEACHERS OF GERMAN IN HIGH SCHOOLS AND COLLEGES. THOUGH EMPHASIS IS ON APPLIED LINGUISTICS, SOME PUBLICATIONS ON LINGUISTIC THEORY ARE INCLUDED. THE MAJOR PORTION OF THE BIBLIOGRAPHY IS DEVOTED TO WORKS ON MORPHOLOGY AND SYNTAX, AND THERE ARE SECTIONS ON GENERAL LANGUAGE AND LINGUISTICS, PHONETICS AND PHONEMICS, PROSODIC FEATURES AND JUNCTURE, LINGUISTICS AND THE TEACHING OF FOREIGN LANGUAGES, AND LANGUAGE CHANGES IN GERMAN SINCE 1945, ESPECIALLY IN THE INCREASED USE OF ENGLISH WORDS. THE ENTRIES ARE CROSS-REFERENCED, AND A FEW ARE ANNOTATED FOR CLARIFICATION OF CONTENT. AN AUTHOR INDEX AND A LIST OF THE ABBREVIATIONS USED FOR ENTRIES FROM SCHOLARLY JOURNALS ALSO ARE PROVIDED. (AM)

ED 011 446

FL 000 427

MODIFIED SCHEDULING AND FOREIGN LANGUAGES.

BY- GLADSTONE, IGOR M.

PUB DATE NOV 66

EDRS PRICE MF-\$0.09 HC-\$0.44 11P.

DESCRIPTORS- \*FLEXIBLE SCHEDULES, \*HIGH SCHOOLS, \*LANGUAGE LABORATORY USE, \*MODERN LANGUAGES, \*TEAM TEACHING, CURRICULUM DEVELOPMENT, INDEPENDENT STUDY, LARGE GROUP STUDY, PACING, SEATTLE, SMALL GROUP INSTRUCTION,

NATHAN HALE HIGH SCHOOL OF SEATTLE, WASHINGTON, IS OPERATING ON A MODIFIED SCHEDULE CALLED "SIX ON SEVEN." A STUDENT REGISTERS FOR SEVEN PERIODS WHICH ARE ROTATED ON A 7-DAY CYCLE AND IS TAUGHT IN FOUR MORNING SESSIONS AND ONE LONG AFTERNOON SESSION. STUDENTS AND TEACHERS PROFIT FROM THIS SCHEDULING. THE PROGRAM HAS RESULTED IN SUCH NEW DEVELOPMENTS AS A TAPE LIBRARY OF ALL THE FORMAL LESSONS TAUGHT IN THE FOREIGN LANGUAGE CLASSES, NEW TEAM-PLANNING AND TEAM-TEACHING PROGRAMS IN WHICH TEACHERS CAPITALIZE ON THEIR PARTICULAR TALENTS, SEMINAR COURSES WITH A SEMI-PROGRAMED SYSTEM OF LEARNING AND EXTENSIVE LABORATORY EXPERIENCE, AND A MAINTENANCE-PROGRESSION PROGRAM FOR STUDENTS WHO WANT TO RETAIN FLUENCY OR INCREASE THEIR COMPETENCY IN A LANGUAGE. THIS ARTICLE IS PUBLISHED IN "THE BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS," VOLUME 30, NUMBER 313, NOVEMBER 1966. (AUTHOR/AS)

ED 011 447

FL 000 430

TEACHING SPANISH ON LEVEL ONE, PROBLEMS AND SOLUTIONS.

BY- JONATH, NORMAN AND OTHERS

NEW YORK STATE EDUCATION DEPT., ALBANY

PUB DATE 66

EDRS PRICE MF-\$0.10 HC-\$2.60 70P.

DESCRIPTORS- \*AUDIOLINGUAL METHODS, \*PATTERN DRILLS (LANGUAGE), \*SECONDARY SCHOOLS, \*SPANISH, \*TEACHING TECHNIQUES, ALBANY, AUDIOLINGUAL SKILLS, HOMEWORK, LANGUAGE

LABORATORY USE, LESSON PLANS, READING SKILLS, TEACHING GUIDES, WRITING SKILLS.

DESIGNED TO ASSIST SPANISH TEACHERS USING AN AUDIOLINGUAL APPROACH, THIS HANDBOOK DESCRIBES AND ILLUSTRATES TEACHING TECHNIQUES SUITABLE FOR FIRST-LEVEL CLASSES IN SECONDARY SCHOOLS, AND SUGGESTS PRACTICAL SOLUTIONS FOR SOME OF THE PROBLEMS ASSOCIATED WITH SUCH CLASSES. MAJOR SECTIONS DEAL WITH MANAGING THE PREREADING PHASE, TEACHING THE FOUR BASIC SKILLS (LISTENING, SPEAKING, READING, AND WRITING), PRESENTING GRAMMAR, CONSTRUCTING AND USING PATTERN DRILLS, LESSON PLANNING, AND EVALUATING STUDENT PERFORMANCE. THE HANDBOOK ALSO CONTAINS PRACTICAL SUGGESTIONS FOR CORRECTING MISTAKES IN PRONUNCIATION, MAINTAINING ATTENTION, ELICITING AUDIBLE RESPONSES, ASSIGNING HOMEWORK, ADJUSTING THE MATERIAL IN THE TEXTBOOK, AND HANDLING OTHER PROBLEMS IN CLASSROOM MANAGEMENT. TOPICS BRIEFLY TREATED ARE THE USE OF THE LANGUAGE LABORATORY AND OTHER VISUAL AIDS, THE TEACHING OF CULTURE, AND THE INTERPRETATION OF THE FOREIGN LANGUAGE PROGRAM TO THE PUBLIC. ALTHOUGH CROSS-REFERENCES ARE GIVEN TO SECTIONS IN "SPANISH FOR SECONDARY SCHOOLS" (NEW YORK STATE SYLLABUS), THIS HANDBOOK CAN BE USED AS AN INDEPENDENT MANUAL. (AM)

ED 011 448

JC 660 109

SURVEY--YEAR-ROUND UTILIZATION OF COLLEGE FACILITIES; A SUMMARY REPORT.

BY- REITER, JOHN L.

LOS ANGELES CITY SCHOOLS, CALIF.

PUB DATE FEB 65

EDRS PRICE MF-\$0.18 HC-\$4.28 107P.

DESCRIPTORS- \*FACILITIES, \*JUNIOR COLLEGES, \*PLANNING, \*SCHEDULING, EDUCATIONAL FINANCE, LOS ANGELES, POPULATION TRENDS, QUARTER SYSTEM, SEMESTER DIVISION, TRIMESTER SCHEDULES.

THIS SURVEY WAS DEVELOPED IN ORDER TO EXAMINE THE EDUCATIONAL AND FINANCIAL FEASIBILITY AND DESIRABILITY OF YEAR-ROUND OPERATION OF LOS ANGELES JUNIOR COLLEGES, TO EVALUATE THE VARIOUS PROPOSALS FOR CALENDAR CHANGE, TO EXAMINE THE PROBLEMS AND IMPLICATIONS OF IMPLEMENTATION, AND TO DESCRIBE THE ORDERLY STEPS REQUIRED FOR TRANSITION. MATERIALS WERE DRAWN FROM RELEVANT LITERATURE, INTERVIEWS, SURVEYS, AND QUESTIONNAIRES. THE ADVANTAGES AND DISADVANTAGES OF THE QUARTER PLAN, THE TRIMESTER PLAN, AND THE SEMESTER/EXTENDED SUMMER TERM PLAN ARE OUTLINED IN DETAIL. THE IMPACT ON JUNIOR COLLEGES OF THE CONVERSION TO A QUARTER PLAN BY THE UNIVERSITY OF CALIFORNIA AND THE STATE COLLEGES IS DISCUSSED. REACTIONS AND OPINIONS OF STUDENTS AND FACULTIES ARE SUMMARIZED. PROBLEMS OF ARTICULATION, CURRICULUM PLANNING, COSTS, AND ENROLLMENTS ARE EXAMINED. IT IS CONCLUDED ON THE BASIS OF THE FINDINGS THAT YEAR-ROUND OPERATION IS DESIRABLE IF FINANCIAL RESOURCES ARE ADEQUATE, THAT THE SEMESTER/EXTENDED SUMMER TERM PLAN OFFERS GREATER ADVANTAGES AND FEWER DISADVANTAGES FOR CONVERSION, AND THAT CONTINUED STUDY SHOULD BE MADE OF REQUISITE LEGISLATIVE AND STATUTORY ACTIONS AS WELL AS ENROLLMENT TRENDS CONCOMITANT TO OPERATIONAL CHANGE. (AL)

ED 011 449

JC 660 240

CRITICAL PROBLEMS AND NEEDS OF CALIFORNIA JUNIOR COLLEGES.

BY- PETERSON, BASIL H. AND OTHERS

CALIFORNIA JUNIOR COLL. ASSN., MODESTO

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

FOOTHILL COLL., LOS ALTOS, CALIF.

PUB DATE JUN 65

EDRS PRICE MF-\$0.18 HC-\$2.92 73P.

DESCRIPTORS- \*EDUCATIONAL RESEARCH, \*JUNIOR COLLEGES, \*PROGRAM COORDINATION, \*PROGRAM EVALUATION, \*RESEARCH PROJECTS, FINANCIAL SUPPORT, LOS ALTOS, MODESTO, REGIONAL COOPERATION, REGIONAL PROGRAMS, RESOURCES, SACRAMENTO.

THROUGH A PROCEDURE INVOLVING RESPONSES FROM 85 PERCENT OF THE STATE JUNIOR COLLEGES AND WEIGHTED RANK ORDERING OF ITEMS BY MEMBERS OF THE CALIFORNIA JUNIOR COLLEGE ASSOCIATION COMMITTEE'S ADVISORY AND STEERING SUBCOMMITTEES, 26 OF THE MOST CRITICAL NEEDS AND PROBLEMS ARE IDENTIFIED AND RANKED. THE FIRST FIVE ITEMS ARE CONCERN FOR EFFECTIVENESS AND IMPROVEMENT OF INSTRUCTION, PROMOTION AND DISSEMINATION OF JUNIOR COLLEGE RESEARCH AND DEVELOPMENT, IMPROVEMENT IN DROPOUT EVALUATION PROCEDURES AND TECHNIQUES, EVALUATION OF INSTRUCTIONAL OFFERINGS, AND DEVELOPMENT OF A SOUND AND ADEQUATE PATTERN FOR FINANCING THE PUBLIC JUNIOR COLLEGES OF CALIFORNIA. RESOURCES FOR ASSISTING IN PROPOSALS AND SOLUTIONS ARE DEFINED AND A SUMMARY OF CONTACTS IS INCLUDED. POSSIBLE SOURCES OF RESEARCH AND DEVELOPMENT FUNDS ARE SIMILARLY DEFINED AND CONTACT RESULTS SUMMARIZED. THE LEADERSHIP ROLE OF THE CALIFORNIA JUNIOR COLLEGE ASSOCIATION IS EXPLORED, AND EXPANSION OF ITS ROLE IS SUGGESTED IN SEVERAL AREAS TO PROMOTE COORDINATION OF ACTIVITIES. (AL)

ED 011 450

JC 660 271

CHARACTERISTICS OF JUNIOR COLLEGE STUDENTS IN OCCUPATIONALLY ORIENTED CURRICULA.

BY- STEWART, LAWRENCE H.

CALIFORNIA UNIV., BERKELEY, SCHOOL OF EDUC.

REPORT NUMBER R-1966-1

PUB DATE MAR 66

EDRS PRICE MF-\$0.09 HC-\$1.95 49P.

DESCRIPTORS- \*JUNIOR COLLEGES, \*PERSONALITY ASSESSMENT, \*STUDENT CHARACTERISTICS, \*STUDENT INTERESTS, \*VOCATIONAL COUNSELING, BERKELEY, CURRICULUM PLANNING, INTEREST ASSESSMENT SCALES, INTEREST TESTS, OCCUPATIONAL CHOICE, OMNIBUS PERSONALITY INVENTORY, VOCATIONAL EDUCATION.

TWO INVENTORIES (THE INTEREST ASSESSMENT SCALES AND SELECTED SCALES OF THE OMNIBUS PERSONALITY INVENTORY) AND A BACKGROUND QUESTIONNAIRE DEVELOPED AT THE UNIVERSITY OF CALIFORNIA AT BERKELEY WERE ADMINISTERED TO MALE AND FEMALE JUNIOR COLLEGE STUDENTS ENROLLED IN TRADE AND VOCATIONAL COURSES. AMONG THE NONCOGNITIVE VARIABLES COMPARED WERE SOURCES OF LIFE SATISFACTION (JOB, MARRIAGE, FAMILY, LEISURE, AND RELIGION), RISK TAKING ATTITUDES, IMPULSE EXPRESSION, ESTHETICISM, AND ABSTRACTION. MEANINGFUL PSYCHOLOGICAL FACTORS WERE FOUND TO BE RELATED TO THE CHOICE OF A VOCATIONAL PROGRAM IN A JUNIOR COLLEGE. THE STUDENTS ARE NOT SIMPLY AN AGGREGATE OF INDIVIDUALS WHO ARE IN VOCATIONAL PROGRAMS BECAUSE THEY HAVE BEEN UNSUCCESSFUL IN OTHER COURSES OR BECAUSE THEY HAVE BEEN JUDGED UNABLE TO COMPLETE AN ACADEMIC COURSE OF STUDY. THEY ARE DIFFERENT FROM THOSE

JUNIOR COLLEGE STUDENTS WHO ARE IN NONVOCATIONAL PROGRAMS AND FROM STUDENT POPULATIONS IN 4-YEAR COLLEGES AND UNIVERSITIES. THIS INFORMATION IS CONSIDERED ESSENTIAL IN COUNSELING PROGRAM AND CURRICULUM PLANNING. (HS)

ED 011 451

JC 660 377

FINANCING JUNIOR COLLEGES IN CALIFORNIA, A CRITICAL ANALYSIS OF THE STATE SUPPORT PROGRAM.

BY- ALKIN, MARVIN C.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE NOV 66

EDRS PRICE MF-\$0.16 HC-\$9.36 84P.

DESCRIPTORS- \*EDUCATIONAL FINANCE, \*FINANCIAL SUPPORT, \*JUNIOR COLLEGES, \*STATE AID, \*STATE PROGRAMS, SACRAMENTO,

A COMPREHENSIVE APPROACH TO PROBLEMS OF DEFINING AND ESTABLISHING AN EQUITABLE BASIS OF STATE SUPPORT IS DEVELOPED IN THIS STUDY. CALIFORNIA JUNIOR COLLEGES ARE COMPARED WITH NATIONAL AVERAGES ON SUCH VARIABLES AS ENROLLMENT, FINANCES, AND FACULTY. A HIGHER DEPENDENCE ON LOCAL FINANCING IN CALIFORNIA IS NOTED. INEQUITIES IN FACULTY SALARIES ARE RELATED TO THE SIZE OF THE COLLEGE, WITH LARGER COLLEGES PAYING HIGHER SALARIES. IN ORDER TO ASSESS THE EXISTING SUPPORT PROGRAM, A SERIES OF FIVE GUIDELINES IS DEVELOPED AND TESTED WITHIN THE CONTEXT OF THE CALIFORNIA EXPERIENCE. A 15-COLLEGE SAMPLE IS ANALYZED ON THE BASIS OF 22 VARIABLES TO PERMIT DEFINITION OF RELATIONSHIPS AMONG CERTAIN MEASURES OF FINANCIAL SUPPORT, COMMUNITY CHARACTERISTICS, AND SELECTED CRITERIA INCLUDING MEASURES OF COLLEGE PRODUCTIVITY IN THE TECHNICAL-VOCATIONAL AND ACADEMIC AREA, AND INDEXES OF NONVOLUNTARY DROPOUT RATES. THE AUTHOR CONCLUDES THAT DISTRICT TAX BASES ARE THE PRIMARY DETERMINANTS OF VARIATION IN CRITERION VARIABLES AND FINANCIAL INPUTS. A SERIES OF ALTERNATE PROPOSALS IS DEVELOPED WITH REFERENCE TO IMPROVING AND EQUALIZING THE DISTRIBUTION OF FISCAL RESOURCES AMONG THE JUNIOR COLLEGES. (AL)

ED 011 452

JC 660 415

A LOOK TO THE FUTURE AT DELTA COLLEGE--A REPORT OF A NATIONAL SURVEY OF EDUCATIONAL ENVIRONMENTS, SUMMER 1966, PARTS I AND II.

DELTA COLL., UNIVERSITY CENTER, MICH.

PUB DATE 66

EDRS PRICE MF-\$0.45 HC-\$11.56 280P.

DESCRIPTORS- \*EDUCATIONAL ENVIRONMENT, \*EDUCATIONAL IMPROVEMENT, \*INSTRUCTIONAL INNOVATION, \*JUNIOR COLLEGES, COUNSELING, EDUCATIONAL EXPERIMENTS, EDUCATIONAL FACILITIES, INNOVATION, STUDENT PERSONNEL SERVICES, UNIVERSITY CENTER,

THE DELTA COLLEGE SUMMER PROJECT WAS CONCEIVED AS AN INSTITUTIONAL STUDY TO INVESTIGATE NEW METHODS AND SYSTEMS IN EDUCATION THAT COULD HAVE IMMEDIATE OR POTENTIAL VALUE TO DELTA COLLEGE. IN ADDITION TO INVESTIGATING INNOVATIVE IDEAS BY VISITING ALMOST 50 CAMPUSES, THE TEAM, COMPOSED OF 14 FACULTY MEMBERS, ADDRESSED ITSELF TO A NUMBER OF OPERATIONAL ASPECTS. PARTICULAR EMPHASIS WAS GIVEN TO CURRICULUM AND INSTRUCTION, LEARNING AND INSTRUCTIONAL RESOURCES, STUDENT PERSONNEL SERVICES, COMMUNITY SERVICES, AND ADMINISTRATIVE FUNCTIONS AND SERVICES. THE DETAILS OF THE FINDINGS IN THESE AREAS MAKE UP THE SUBSTANCE OF THIS REPORT. EACH SECTION IN

THE BALANCE OF THE STUDY CONTAINS A DEFINITION OR DESCRIPTION OF THE AREA, A STATEMENT OF THE PRESENT SITUATION AT THE COLLEGE VISITED, REFERENCES TO EXPERIENCES AND FINDINGS OF THE MEMBERS OF THE PROJECT TEAM, AND SPECIFIC RECOMMENDATIONS FOR DELTA COLLEGE. MOST RECOMMENDATIONS HAVE BEEN ASSIGNED A SUGGESTED PRIORITY FOR IMPLEMENTATION. (HS)

ED 011 453

JC 670 048

COOPERATIVE EDUCATION AND THE COMMUNITY COLLEGES IN NEW JERSEY.

BY- WOOLDRIDGE, ROY L.

NATIONAL COMMISSION FOR COOP. EDUC., NEW YORK, N.Y.

PUB DATE 2 APR 66

EDRS PRICE MF-\$0.09 HC-\$1.36 34P.

DESCRIPTORS- \*COOPERATIVE PROGRAMS, \*CURRICULUM PLANNING, \*JUNIOR COLLEGES, \*WORK EXPERIENCE PROGRAMS, \*WORK STUDY PROGRAMS, CURRICULUM DEVELOPMENT, NEW YORK CITY, VOCATIONAL EDUCATION,

COOPERATIVE EDUCATION IS A WORK-STUDY PLAN INTEGRATING THEORETICAL KNOWLEDGE AND PRACTICAL EXPERIENCES. THE STUDENT ALTERNATES PERIODS OF FULL-TIME WORK IN AN INDUSTRIAL PLANT, A BUSINESS, OR A GOVERNMENT AGENCY WITH EQUAL PERIODS OF FULL-TIME COLLEGE STUDY. THE FACTORS THAT POINT TO A POTENTIALLY EFFECTIVE USE OF THIS SYSTEM INCLUDE NEW JERSEY'S INDUSTRIALIZED ECONOMY, THE SHORTAGE OF WELL-TRAINED TECHNICIANS AND SUPPORTING STAFFS, THE SOCIOECONOMIC CHARACTERISTICS OF THE POPULATION, AND THE PRESSING NEED FOR EFFECTIVE AND ECONOMIC UTILIZATION OF TAXPAYERS' FUNDS FOR EDUCATION. IN 1966, THERE WERE AT LEAST 125 INSTITUTIONS OF HIGHER EDUCATION OFFERING SOME TYPE OF WORK-STUDY PROGRAMS. THE STRENGTH AND APPEAL OF THESE PROGRAMS ARE BASED ON THE BENEFITS PRODUCED FOR ALL CONCERNED--STUDENTS, INSTITUTIONS, AND COMMUNITY. ONE OF THE POSITIVE ASPECTS OF COOPERATIVE EDUCATION IS ITS FLEXIBILITY IN METHOD OF OPERATION. THE CALENDAR AND SCHEDULE CAN BE DESIGNED TO FIT THE NEEDS OF THE PARTICULAR LOCAL COMMUNITY AND OF THE STUDENTS TO BE SERVED. (FOR PURPOSES OF ILLUSTRATION, FOUR CALENDARS ARE PRESENTED IN THIS REPORT.) THE AUTHOR SUGGESTS CONSIDERATION SHOULD BE GIVEN TO THE UTILIZATION OF COOPERATIVE EDUCATION PROGRAMS IN THE TERMINAL COURSES AT EACH COUNTY COMMUNITY COLLEGE. (HS)

ED 011 454

JC 670 079

TOWARD EDUCATIONAL OPPORTUNITY FOR ALL.

BY- KNOELL, DOROTHY M.

STATE UNIV. OF N.Y., ALBANY

PUB DATE 31 AUG 66

EDRS PRICE MF-\$0.36 HC-\$9.36 234P.

DESCRIPTORS- \*COLLEGE PLANNING, \*DISADVANTAGED YOUTH, \*JUNIOR COLLEGES, ALBANY, CULTURALLY DISADVANTAGED, DISADVANTAGED, EDUCATIONALLY DISADVANTAGED, MANPOWER DEVELOPMENT, URBAN EDUCATION, VOCATIONAL EDUCATION,

THE BOARD OF TRUSTEES ASKED THAT THIS STUDY BE MADE BEFORE ESTABLISHING WHAT WOULD IN EFFECT BE A THIRD TYPE OF 2-YEAR COLLEGE IN THE NEW YORK STATE UNIVERSITY SYSTEM. THE PROPOSED PROGRAM WOULD INCLUDE THE DISADVANTAGED IN URBAN AREAS AND THE LOWEST QUARTER OF HIGH SCHOOL GRADUATES, AMONG OTHERS. THE MAJOR PHASES OF THE INQUIRY INCLUDED AN ASSESSMENT OF THE MANPOWER SITUATION AND A REVIEW OF WHAT IS



BEING DONE BY OTHER AGENCIES, INSTITUTIONS, AND SPECIAL GROUPS TO SOLVE THE DUAL PROBLEM OF PRODUCING TRAINED MANPOWER AND MEETING THE NEEDS OF YOUNG PEOPLE FOR EDUCATIONAL OPPORTUNITY. ORIGINAL RESEARCH WAS UNDERTAKEN IN THE THREE AREAS--STUDENT-PARENT INTERVIEWS, COLLEGE ATTITUDES AND OPINIONS, AND FOLLOWUP STUDIES OF COLLEGE DROPOUTS. THE PLAN FOR EACH STUDY IS PRESENTED BRIEFLY, FOLLOWED BY A SUMMARY OF THE MAJOR FINDINGS. SIX BACKGROUND PAPERS ON VARIOUS ASPECTS OF EXTENDING OPPORTUNITY, PARTICULARLY WITH RESPECT TO URBAN DISADVANTAGED YOUTH, ARE SUMMARIZED. CONCLUSIONS, IMPLICATIONS, AND GUIDELINES FOR ESTABLISHING AND DEVELOPING STATE UNIVERSITY URBAN CENTERS END THE REPORT. (HS)

ED 011 455

JC 670 174

THE GREAT EXPERIMENT--A STUDY OF THE STRUCTURE OF CALIFORNIA HIGHER EDUCATION.

BY- GARRIGUS, CHARLES B. AND OTHERS  
CALIFORNIA STATE ASSEMBLY, SACRAMENTO  
REPORT NUMBER CAIR-VOL-10-NO-21  
EDRS PRICE MF-\$0.18 HC-\$2.80 70P

PUB DATE JAN 67

DESCRIPTORS- \*GOVERNANCE, \*JUNIOR COLLEGES, \*STATE PROGRAMS, LEGISLATION, SACRAMENTO, STATE GOVERNMENT, STUDENT COSTS, TUITION.

THE AUTHORS CONCLUDE THAT THE PRESENT ADMINISTRATIVE STRUCTURE FOR CALIFORNIA'S 75 JUNIOR COLLEGES WITHIN THE DEPARTMENT OF EDUCATION IS WEAK AND UNABLE TO PROVIDE LEADERSHIP, ALTHOUGH THREE SEPARATE BUREAUS HAVE BEEN SET UP WITHIN THE DEPARTMENT TO COPE WITH MOUNTING STATE-LEVEL PROBLEMS OF PUBLIC JUNIOR COLLEGES. THE STATE BOARD OF EDUCATION, CHARGED WITH THE DUTY OF SETTING STATE-LEVEL POLICY FOR THE JUNIOR COLLEGES, HAS NEITHER THE TIME NOR THE INCLINATION TO DO THE JOB. THE 1967 LEGISLATURE SHOULD FAVORABLY CONSIDER A BILL TO ESTABLISH A SEPARATE BOARD OF GOVERNORS WHICH WOULD ASSUME THE DUTIES AND RESPONSIBILITIES OF JUNIOR COLLEGE POLICY SETTING AND ADMINISTRATION PRESENTLY VESTED IN THE STATE BOARD OF EDUCATION. LOCAL AUTONOMY, EXERCISED BY LOCALLY ELECTED JUNIOR COLLEGE BOARDS OF TRUSTEES, SHOULD CONTINUE TO BE OPERATIVE WITHIN THIS FRAMEWORK, PROVIDED THAT THE NEW STATE BODY SHALL POSSESS LEADERSHIP CAPABILITY IN SPEAKING FOR THE JUNIOR COLLEGES ON POLICY MATTERS. THE BOARD SHOULD BE COMPOSED OF 10 MEMBERS, SELECTED BY THE GOVERNOR FOR 10-YEAR STAGGERED TERMS AND CONFIRMED BY A TWO-THIRDS VOTE OF THE STATE SENATE. THE BOARD SHOULD APPOINT AN ADMINISTRATIVE OFFICER, A CHANCELLOR, TO SERVE AT THE PLEASURE OF THE BOARD FOR A 4-YEAR TERM. (HS)

ED 011 456

JC 670 249

THE GENERAL CURRICULUM, A PROPOSAL FOR THE DEVELOPMENT OF A PROGRAM FOR THE EDUCATIONALLY DISADVANTAGED, VOLUMES 1 AND 2. SAINT LOUIS JUNIOR COLL. DIST., MO.

PUB DATE 65

EDRS PRICE MF-\$0.36 HC-\$0.92 223P.

DESCRIPTORS- \*COUNSELING PROGRAMS, \*CURRICULUM DEVELOPMENT, \*EDUCATIONALLY DISADVANTAGED, \*GENERAL EDUCATION, \*JUNIOR COLLEGES, AUTOINSTRUCTIONAL PROGRAMS, DISADVANTAGED YOUTH, ST. LOUIS.

FOREST PARK COMMUNITY COLLEGE IN ST. LOUIS HAS LAUNCHED

A PILOT PROGRAM (THE GENERAL CURRICULUM) WHICH ATTEMPTS TO DEVELOP A MEANS OF MEETING THE REAL COUNSELING AND TRAINING NEEDS OF EDUCATIONALLY DISADVANTAGED STUDENTS AT THE JUNIOR COLLEGE LEVEL. THE DEVELOPMENT OF SUCH STUDENTS OCCURS ON THREE DIFFERENT LEVELS. TEACHING ON THE FIRST LEVEL, "BASIC SKILLS" (MATHEMATICS, READING, AND WRITTEN AND ORAL EXPRESSION), RELIES TO A GREAT EXTENT ON AUTOINSTRUCTIONAL DEVICES. TEACHING ON THE SECOND LEVEL, "PERSONAL ENRICHMENT," EMPHASIZES CORE CONCEPTS IN GENERAL EDUCATION COURSES. COUNSELING ON THE THIRD LEVEL, "ADJUSTMENT TO SELF AND SOCIETY," IS COMMUNITY-CENTERED AND DIRECTED TOWARD ESTABLISHING STUDENT SELF-ESTEEM AND CLARIFYING STUDENT VOCATIONAL GOALS. A BUDGET FOR THE PROGRAM IS PRESENTED, AND SIX APPENDICES DISCUSS THE PROGRAM'S PURPOSES, METHODS AND THEORY IN DETAIL. (AD)

ED 011 457

JC 670 314

THE STEPHENS COLLEGE HOUSE PLAN--EXPERIMENTATION AND EVALUATION.

BY- LEYDEN, RALPH C.  
STEPHENS COLL., COLUMBIA, MO.

REPORT NUMBER SCER-3

PUB DATE JAN 66

EDRS PRICE MF-\$0.18 HC-\$4.64 116P.

DESCRIPTORS- \*HOUSE PLAN, \*INNOVATION, \*JUNIOR COLLEGES, \*LEARNING EXPERIENCE, \*TEACHING CONDITIONS, COLUMBIA, LEARNING MOTIVATION.

STEPHENS COLLEGE INTRODUCED A "HOUSE PLAN" IN THE FALL OF 1966 AS AN EXPERIMENT IN USE OF THE RESIDENCE HALL AS A CENTER FOR BOTH LIVING AND LEARNING. RESIDENT COUNSELORS AND FACULTY MEMBERS WORK WITH THE STUDENTS IN ANY ONE HOUSE, INSTRUCTING THEM IN A COMMON BODY OF GENERAL EDUCATION COURSES AND HELPING THEM WORK OUT THEIR EDUCATIONAL PLANS. THE INSTRUCTION MAKES USE OF EXPERIMENTAL PATTERNS OF TEACHING, THE POTENTIALS OF GROUP STUDY, AND AUDIOVISUAL AND ELECTRONIC EDUCATIONAL DEVICES. HAVING THE FACULTY TEACH A BASIC BODY OF INFORMATION PREVENTS THE OVERLAPPING OF COURSE MATERIAL AND FACILITATES DEMONSTRATING THE RELATIONSHIP BETWEEN DISCIPLINES. THE FLEXIBLE SCHEDULING RESULTING FROM THE HOUSE PLAN PERMITS EXTENDED GROUP FIELD TRIPS AND PROVIDES THE FACULTY WITH MORE TIME FOR PROFESSIONAL GROWTH. (AD)

ED 011 458

JC 670 375

INNOVATIVE DEVELOPMENTS AT BAKERSFIELD COLLEGE.

BY- JONES, RICHARD A.

PUB DATE MAR 67

EDRS PRICE MF-\$0.09 HC-\$1.68 42P.

DESCRIPTORS- \*COMPUTERS, \*INNOVATION, \*JUNIOR COLLEGES, \*SCHEDULING, ADMINISTRATION, BAKERSFIELD, COUNSELING, INSTRUCTIONAL INNOVATION, INSTRUCTIONAL MATERIALS, PROGRAM IMPROVEMENT, READING INSTRUCTION, READING LEVEL, SPELLING, TESTING PROGRAMS.

A CLIMATE SUPPORTIVE OF INNOVATION PREVAILS AT BAKERSFIELD COLLEGE. WHILE SOME OF THE INSTITUTION'S APPROACHES CAN BE CLASSIFIED AS UNIQUE AND ORIGINAL, OTHERS ARE MODIFICATIONS OF EFFORTS BEING MADE AT OTHER COLLEGES. EXAMPLES OF INNOVATION ARE--(1) COMPUTER PROGRAMING IN CONJUNCTION WITH STUDENT COUNSELING, WHICH OFFERS THE STUDENT



A 92 PERCENT CHANCE OF OBTAINING HIS FIRST CHOICES OF COURSES, TIMES, AND INSTRUCTORS, (2) COMPUTER-SCORED AND ANALYZED FACULTY-CONSTRUCTED TESTS WHICH PROVIDE ITEM ANALYSIS AND STANDARD SCORES, (3) A TELEPHONE DIAL SYSTEM OF TAPE RECORDING FOR LATER TRANSCRIPTION OF THE FOLLOWUP NOTES FROM COUNSELING INTERVIEWS, (4) A COMPUTER PROGRAM CAPABLE OF PROJECTING WITH REASONABLE RELIABILITY THE BUDGET NEEDS OF THE COLLEGE FOR 5-YEAR PERIODS, (5) FACULTY ADVISER ASSIGNMENT RELATED TO STUDENT ACHIEVEMENT AND GOAL ORIENTATION, (6) REMEDIAL SPELLING, REQUIRED WHERE APPROPRIATE TO ASSURE BASIC COMPETENCE OF ALL STUDENTS WHO WISH TO COMPLETE TRANSFER ENGLISH REQUIREMENTS, AND (7) AN ENGLISH PROFICIENCY CLASSIFICATION SYSTEM OF DUAL TRACKS OFFERING FOUR ENTRANCE LEVELS FOR PRETRANSFER STUDENTS AND TWO ENTRANCE LEVELS FOR NONTRANSFERS. OTHER NOTABLE PROGRAM DEVELOPMENTS CAN BE FOUND IN HOME ECONOMICS, BASIC ELECTRONICS, SPECIAL STUDIES, AND HONORS COURSES. THE LANGUAGE ARTS BUILDING UNDER CONSTRUCTION WILL FEATURE A MULTIMEDIA LEARNING CENTER. (AL)

## ED 011 459

JC 670 390

JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS--WHAT THEY ARE AND WHAT THEY SHOULD BE.

BY-- COLLINS, CHARLES C.

AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON, D.C.

PUB DATE 67

EDRS PRICE MF-\$0.09 HC-\$2.28 57P.

DESCRIPTORS-- \*ADMINISTRATOR GUIDES, \*COUNSELING PROGRAMS, \*JUNIOR COLLEGES, \*MODELS, \*STUDENT PERSONNEL SERVICES, ADMINISTRATIVE ORGANIZATION, ADMINISTRATIVE PERSONNEL, ADMINISTRATOR RESPONSIBILITY, CURRICULAR ACTIVITIES, DISTRICT OF COLUMBIA, EDUCATIONAL ADMINISTRATION, EDUCATIONAL PHILOSOPHY, MANPOWER DEVELOPMENT, VOCATIONAL EDUCATION,

RESULTS OF A 2-YEAR STUDY ARE SUMMARIZED IN ORDER TO EVALUATE THE PRESENT STATUS OF JUNIOR COLLEGE PERSONNEL WORK. A SERIES OF 21 FUNCTIONS, DEVELOPED BY PROFESSIONALS IN THE FIELD, PROVIDES CRITERIA TO DEFINE BOTH PRESENT AND PREFERRED PROGRAMS. QUESTIONNAIRE AND INTERVIEW DATA GATHERED FROM A SELECTED NATIONAL SAMPLE OF 49 LARGER AND 74 SMALLER COLLEGES INDICATE THAT--(1) BASIC STUDENT PERSONNEL FUNCTIONS ARE NOT BEING ADEQUATELY PERFORMED IN THE MAJORITY OF THE COLLEGES STUDIED, (2) CERTAIN INSTITUTIONAL CHARACTERISTICS SUCH AS THE CLARITY OF STAFF ROLES ARE MORE DETERMINANT OF THE QUALITY AND LEVEL OF PROGRAM THAN EITHER PLACEMENT OF ADMINISTRATIVE RESPONSIBILITY OR GRADUATE TRAINING LEVEL OF THE STAFF, (3) STUDENT EVALUATIONS CAST DOUBT ON WIDELY EXPRESSED VIEWS OF PROGRAM EFFECTIVENESS, AND (4) PROGRAMS CAN BE CLASSIFIED AS STRONG OR WEAK ON THE BASIS OF THE CRITERION DEVELOPED. IMPROVEMENT OF PROGRAMS NECESSARILY INVOLVES A SERIES OF STEPS RELATED TO (1) CREATION OF THE PROPER INSTITUTIONAL ENVIRONMENT, (2) DEFINITION OF FUNCTIONS TO BE PERFORMED AND THE STRUCTURE OF STAFF NEEDED TO CARRY OUT THESE FUNCTIONS, AND (3) DESCRIPTION OF TRAINING NECESSARY TO PROFESSIONALIZE THE WORK OF THE STAFF. GUIDELINES AND RECOMMENDATIONS FOR PROGRAM DEVELOPMENT ARE INCLUDED IN THE STUDY. THIS DOCUMENT IS ALSO AVAILABLE FROM THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1315 SIXTEENTH STREET, N.W. WASHINGTON, D.C. 20036, FOR \$1.50. (AL)

## ED 011 460

RC 000 204

SCHOOL PROGRAM EVALUATION.

EDRS PRICE MF-\$0.09 HC-\$0.24 6P.

DESCRIPTORS-- \*EVALUATION METHODS, \*FACULTY EVALUATION, \*PROGRAM EVALUATION, \*SELF EVALUATION, \*SMALL SCHOOLS, CURRICULUM EVALUATION, TEXAS SMALL SCHOOLS PROJECT,

THIS DOCUMENT OUTLINES GENERAL GUIDELINES, TYPES OF INFORMATION TO GATHER, AND PROCEDURES FOR AN ADEQUATE SCHOOL EVALUATION PROGRAM. WRITTEN PRIMARILY FOR SCHOOLS IN THE TEXAS SMALL SCHOOLS PROJECT, THIS DOCUMENT COULD WELL BE USED BY ANY SMALL SCHOOL INTERESTED IN SELF EVALUATION. A SHORT BIBLIOGRAPHY OF EVALUATION MATERIALS IS INCLUDED. (DD)

## ED 011 461

RC 000 251

SHARING EDUCATIONAL SERVICES.

CATSKILL AREA PROJECT IN SMALL SCHOOL DESIGN, ONEONTA, N.Y.

PUB DATE 60

EDRS PRICE MF-\$0.09 HC-\$1.04 26P.

DESCRIPTORS-- \*EQUIPMENT, \*INSTRUCTION, \*SMALL SCHOOLS, \*SPECIALISTS, CATSKILL AREA PROJECT IN SMALL SCHOOL DESIGN, COOPERATIVE PROGRAMS, EXPERIMENTAL TEACHING, NONPROFESSIONAL PERSONNEL, ONEONTA, SCHOOL AIDES, SCHOOL PLANNING, STATE AID, SUPPLEMENTARY EDUCATION, TALENT,

SHARED SERVICES, A COOPERATIVE SCHOOL RESOURCE PROGRAM, IS DEFINED IN DETAIL. INCLUDED IS A DISCUSSION OF THEIR NEED, ADVANTAGES, GROWTH, DESIGN, AND OPERATION. SPECIFIC PROCEDURES FOR OBTAINING STATE AID IN SHARED SERVICES, EFFECTS OF SHARED SERVICES ON THE SCHOOL, AND HINTS CONCERNING SHARED SERVICES ARE DESCRIBED. CHARACTERISTICS OF THE SMALL SCHOOL ARE ALSO INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CATSKILL AREA PROJECT IN SMALL SCHOOL DESIGN, STATE UNIVERSITY COLLEGE OF EDUCATION, ONEONTA, NEW YORK, FOR \$0.50. (FS)

## ED 011 462

RC 000 252

CATSKILL AREA PROJECT IN SMALL SCHOOL DESIGN.

CATSKILL AREA PROJECT IN SMALL SCHOOL DESIGN, ONEONTA, N.Y.

PUB DATE 58

EDRS PRICE MF-\$0.09 HC-\$1.16 29P.

DESCRIPTORS-- \*AUDIOVISUAL AIDS, \*INSTRUCTION, \*INTERDISCIPLINARY APPROACH, \*SCHOOL AIDES, \*SMALL SCHOOLS, CATSKILL AREA PROJECT IN SMALL SCHOOL DESIGN, CORRESPONDENCE COURSES, ELECTRONIC EQUIPMENT, EQUIPMENT, INSTRUCTIONAL PROGRAMS, INTEGRATED ACTIVITIES, ONEONTA, SCHEDULE MODULES, SCHOOL DESIGN, SMALL GROUP INSTRUCTION, SPECIALISTS, STUDENT OPINION, SUPERVISION, TALENT, TALENTED STUDENTS, TEACHER AIDES, TEACHER ATTITUDES,

CHARACTERISTICS OF THE SMALL SCHOOL, AS PROPOSED BY THE PROJECT, ARE LISTED. FIVE AREAS OF SCHOOL OPERATION ARE DISCUSSED IN DETAIL--(1) MULTIPLE CLASSES, INCLUDING SUPERVISED CORRESPONDENCE COURSES, (2) FLEXIBLE SCHEDULES, (3) USE OF SCHOOL AIDES, (4) USES OF ELECTRONIC COMMUNICATION, AND (5) SHARED SERVICES AND TALENTED YOUTH. A MAP LOCATING THE 22 CENTRAL SCHOOLS PARTICIPATING IN THE PROJECT AND A BRIEF OUTLINE OF GOALS FOR THE DEVELOPMENT OF SMALL SCHOOL OPERATION ARE INCLUDED. THIS DOCUMENT IS ALSO

AVAILABLE FROM THE CATSKILL AREA PROJECT IN SMALL SCHOOL DESIGN, STATE UNIVERSITY COLLEGE OF EDUCATION, ONEONTA, NEW YORK, FOR \$0.30. (FS)

## ED 011 463

RC 000 253

MULTIPLE CLASSES--LEARNING IN SMALL GROUPS.  
BY- HODGSON, EVELYN AND OTHERS  
CATSKILL AREA PROJECT IN SMALL SCHOOL DESIGN

PUB DATE 61

EDRS PRICE MF-\$0.09 HC-\$1.52 38P.

DESCRIPTORS- \*INSTRUCTIONAL MATERIALS, \*INTERDISCIPLINARY APPROACH, \*SCHEDULE MODULES, \*SMALL GROUP INSTRUCTION, \*SMALL SCHOOLS, CATSKILL AREA PROJECT IN SMALL SCHOOL DESIGN, CLASSROOM ARRANGEMENT, CONFERENCES, ELECTRONIC EQUIPMENT, EQUIPMENT UTILIZATION, GROUPING (INSTRUCTIONAL PURPOSES), IMPROVEMENT PROGRAMS, INDIVIDUAL DIFFERENCES, INDIVIDUAL INSTRUCTION, INTEGRATED ACTIVITIES, LEARNING THEORIES, MULTIPURPOSE CLASSROOMS, ONEONTA, PLANNING, STUDENTS, STUDY SKILLS, TEACHER AIDES, TEACHERS,

MULTIPLE CLASSES ARE DEFINED AS THOSE IN WHICH THE TEACHER GUIDES THE LEARNING ENDEAVORS OF TWO OR MORE GROUPS OF PUPILS IN TWO OR MORE COURSES IN ONE ROOM AND IN THE SAME PERIOD OF THE DAILY SCHEDULE. SOME EXAMPLES ARE DESCRIBED, AND THE ABILITY OF MULTIPLE CLASSES TO MEET CERTAIN NEEDS, SPECIFIC PROCEDURES FOR STARTING MULTIPLE CLASSES, USE OF LEARNING MATERIALS AND EQUIPMENT, AND EFFICIENT USE OF SPACE IN MULTIPLE CLASSES ARE DISCUSSED IN DETAIL. A DISCUSSION OF SMALL GROUP LEARNING IS INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CATSKILL AREA PROJECT IN SMALL SCHOOL DESIGN, STATE UNIVERSITY COLLEGE OF EDUCATION, ONEONTA, NEW YORK, FOR \$0.30. (FS)

## ED 011 464

RC 000 254

SCHOOL BOARD-ADMINISTRATIVE RELATIONSHIPS, CATSKILL AREA SCHOOL BOARDS INSTITUTE 1965-1966.  
BY- MCCARTY, DONALD J. BRICKELL, HENRY M.  
STATE UNIV. OF N.Y., ONEONTA, COLL. AT ONEONTA  
NEW YORK STATE SCHOOL BOARDS ASSN., ALBANY

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$1.00 47P.

DESCRIPTORS- \*ADMINISTRATOR ROLE, \*BOARD OF EDUCATION ROLE, \*POLICY FORMATION, \*ROLE CONFLICTS, ADMINISTRATIVE POLICY, ADMINISTRATIVE PROBLEMS, ADMINISTRATOR GUIDES, ALBANY, BOARD OF EDUCATION POLICY, BOARDS OF EDUCATION, CATSKILL AREA SCHOOL BOARDS INSTITUTE, EDUCATIONAL OBJECTIVES, ONEONTA,

THIS PUBLICATION CONSISTS OF SPEECHES BY DR. DONALD J. MCCARTY, OF CORNELL, AND DR. HENRY M. BRICKELL, OF MANHASSET, NEW YORK, ON SCHOOL BOARD-ADMINISTRATIVE RELATIONSHIPS AND WRITTEN SCHOOL BOARD POLICIES. DR. MCCARTY EMPHASIZES THE IMPORTANCE OF MUTUAL RESPECT AND CONFIDENCE BETWEEN BOARD MEMBERS AND ADMINISTRATORS AND DESCRIBES HOW A WORKING RELATIONSHIP BETWEEN BOARD MEMBERS AND ADMINISTRATORS IS ACHIEVED. DR. BRICKELL EMPHASIZES THE ROLE DEFINITION OF BOARD MEMBERS AND ADMINISTRATORS, DEFINES POLICY, AND DESCRIBES HOW A SCHOOL POLICY EVOLVES WHEN BOARD MEMBERS AND ADMINISTRATORS WORK TOGETHER. IN THE APPENDICES ARE LISTED THE LEGAL DEFINITIONS IN NEW YORK OF THE POWERS AND DUTIES OF BOARDS OF EDUCATION AND DISTRICT SUPERINTENDENTS. ALSO

SUPPLIED ARE THE NAMES OF BOTH THE MEMBER SCHOOLS AND THE MEMBERS OF THE EXECUTIVE COMMITTEE. (FS)

## ED 011 465

RC 000 313

A CATALOG OF RECORDED TELEVISION COURSES AVAILABLE FROM GREAT PLAINS INSTRUCTIONAL TELEVISION LIBRARY.  
NEBRASKA UNIV., LINCOLN

PUB DATE 67

EDRS PRICE MF-\$0.10 HC-\$5.04 96P.

DESCRIPTORS- \*COLLEGE PROGRAMS, \*CURRICULUM, \*ELEMENTARY SCHOOLS, \*INSTRUCTIONAL TELEVISION, \*SECONDARY SCHOOLS, EDUCATIONAL TELEVISION, INTELLECTUAL DISCIPLINES, KINESCOPE RECORDINGS, LINCOLN, PHYSICAL EDUCATION, VIDEO TAPE RECORDINGS,

THIS IS A CATALOG OF KINESCOPES AND RECORDED TELEVISION COURSES FOR THE ELEMENTARY, JUNIOR HIGH, SECONDARY, AND COLLEGE LEVELS WHICH ARE AVAILABLE FROM THE UNIVERSITY OF NEBRASKA. THE SUBJECTS INCLUDE MATERIALS FROM EVERY PART OF THE CURRICULUM. (CL)

## ED 011 466

RC 000 484

AN APPROACH TO THE ECONOMIC AND SOCIAL PROBLEMS OF NORTHERN NEW MEXICO.  
BY- KNOWLTON, CLARK S.

PUB DATE 64

EDRS PRICE MF-\$0.09 HC-\$1.20 30P.

DESCRIPTORS- \*CULTURAL TRAITS, \*ECONOMICALLY DISADVANTAGED, \*RURAL AREAS, \*SOCIAL PROBLEMS, \*SPANISH AMERICAN, AMERICAN INDIANS, CULTURE, CULTURE CONFLICT, CULTURE LAG, DEPRESSED AREAS (GEOGRAPHIC), ECONOMIC DISADVANTAGEMENT, FAMILY INCOME, FAMILY SCHOOL RELATIONSHIPS, HANDICRAFTS, LANGUAGE HANDICAPS, MIGRANTS, NATURAL RESOURCES, NORTHERN NEW MEXICO, OCCUPATIONS, SOCIAL ATTITUDES, SOCIAL WELFARE, UNEMPLOYMENT,

NORTHERN NEW MEXICO IS DEFINED TO INCLUDE THOSE NORTHERN COUNTIES DOMINATED BY RURAL, SPANISH-AMERICAN CULTURE. GEOGRAPHIC FEATURES AND HISTORICAL ANTECEDENTS ARE DESCRIBED. THE STUDY PRESENTS DATA ON PRESENT ECONOMIC AND SOCIAL CONDITIONS; OBSERVATIONS AS TO CAUSES OF THESE CONDITIONS, INCLUDING REASONS FOR UNSUCCESSFUL GOVERNMENT AND PRIVATE PROGRAMS, AND RECOMMENDATIONS FOR IMPROVEMENT OF CONDITIONS. IT DISCUSSES STATE AND LOCAL PER CAPITA INCOME, DEPENDENCE OF THE AREA ON WELFARE, DIFFERENCE IN CULTURAL VALUES, HISTORIC CULTURE CONFLICTS, AND TRANSITION OF THE PEOPLE FROM AN ECONOMY DEPENDENT ON SELF-CONTAINED VILLAGES TO LOSS OF THEIR LAND HOLDINGS, FORCING AGRICULTURAL MIGRANCY UPON THEM. REASONS CITED FOR FAILURE OF GOVERNMENT AND PRIVATE PROGRAMS IN THE AREA WERE CULTURE CONFLICTS, RIGIDITY OF PROGRAMS, AND FAILURE OF PROGRAMS TO MEET BASIC NEEDS OF THE AREA. RECOMMENDATIONS FOR IMPROVEMENT INCLUDE FLEXIBLE, COMPREHENSIVE PROGRAMS DESIGNED TO THE CONDITIONS OF THIS REGION, UNDERSTANDING BETWEEN CULTURES, DEVELOPMENT AND USE OF NATURAL AND RECREATION RESOURCES, IMPROVEMENTS IN LAND USE AND AGRICULTURAL TECHNIQUES, MARKETING-COOPERATIVE FORMATION, EDUCATIONAL SYSTEM IMPROVEMENT, AND SMALL INDUSTRY DEVELOPMENT. (FS)

## ED 011 467

RC 000 555

INDIANS OF SOUTH DAKOTA.

BY- ARTICHOKE, JOHN, JR.

SOUTH DAKOTA STATE DEPT. OF PUBLIC INSTR., PIERRE

REPORT NUMBER SDSCP1-BULL-67A

PUB DATE

56

EDRS PRICE MF-\$0.10 HC-\$4.04 101P.

DESCRIPTORS- \*AMERICAN INDIAN, \*CULTURALLY DISADVANTAGED, \*ECONOMICS, \*SCHOOLS, CARLISLE INDIAN SCHOOL, COMMUNITY AGENCIES (PUBLIC), CULTURAL BACKGROUND, CULTURAL DIFFERENCES, EDUCATIONALLY DISADVANTAGED, ENVIRONMENT, FEDERAL STATE RELATIONSHIPS, GOVERNMENT (ADMINISTRATIVE BODY), GOVERNMENT AGENCIES, HASKELL INSTITUTE, HISTORY, INDIAN TREATIES, JOHNSON O'MALLEY ACT, OPPORTUNITIES, PIERRE, RELIGION, SIOUX INDIANS, SOCIAL OPPORTUNITIES, SOUTH DAKOTA INDIAN TRIBES, STATE AGENCIES, U.S. HISTORY.

USING A QUESTION AND ANSWER FORMAT, THIS DOCUMENT ATTEMPTS TO EXPLAIN MANY FACETS OF THE PROBLEMS FACING THE SOUTH DAKOTA INDIANS, PARTICULARLY THOSE SIOUX INDIANS WHO HAVE RETAINED THEIR CUSTOMS AND CULTURE WHETHER LIVING ON OR OFF THE RESERVATIONS. A BRIEF HISTORY OF THE DAKOTA INDIANS AND THEIR EVENTUAL RESTRICTION TO RESERVATIONS PROVIDES THE BACKGROUND FOR THE INDIAN PROBLEM. THE DOCUMENT STATES THAT WHILE STATE AND FEDERAL GOVERNMENT AGENCIES HAVE BEEN CREATED WITH THE RESPONSIBILITY FOR WORKING TOWARD A SOLUTION OF THE INDIAN PROBLEM, AND TRIBAL GOVERNMENTS ON THE RESERVATIONS PROVIDE FOR SELF-GOVERNMENT AS A MEANS OF IMPROVING THE SITUATION, THE MAIN PROBLEMS WHICH CONFRONT THE INDIAN ARE STILL THE LACK OF ADEQUATE EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES. (OO)

## ED 011 468

RC 000 943

A GOOD PRESCHOOL PROGRAM.

BY- McEVINS, MARGARET

WHITERIVER PUBLIC SCHOOLS, ARIZ.

PUB DATE

65

EDRS PRICE MF-\$0.09 HC-\$2.20 57P.

DESCRIPTORS- \*AMERICAN INDIANS, \*GAMES, \*INSTRUCTIONAL MATERIALS, \*PRESCHOOL CURRICULUM, \*VOCABULARY DEVELOPMENT, EARLY EXPERIENCE, EATING HABITS, FORT APACHE RESERVATION, HEADSTART PROGRAM, PRESCHOOL EDUCATION, PRESCHOOL LEARNING, PRESCHOOL PROGRAMS, PRESCHOOL TEACHERS, SCHOOLS, WHITERIVER.

THIS IS A GUIDE FOR THE WHITERIVER HEADSTART WORKERS. IT INCLUDES SECTIONS ON HOW CHILDREN LEARN AND WHAT MAKES A GOOD PRESCHOOL PROGRAM, AS WELL AS SUGGESTIONS FOR WORKERS WHO ARE INEXPERIENCED WITH YOUNG CHILDREN. IT ALSO DISCUSSES DESIRABLE PLAY ACTIVITIES AND MATERIALS, THE RESPONSIBILITIES AND DUTIES OF WORKERS, AND A VOCABULARY TO BE DEVELOPED IN THE PRESCHOOL CHILDREN. (CL)

## ED 011 469

RC 000 727

TEAM TEACHING.

BY- WIGGERTSON, HARRY I.

TULARE COUNTY DEPT. OF EDUCATION, VISALIA, CALIF.

PUB DATE

JUN 64

EDRS PRICE MF-\$0.09 HC-\$0.80 22P.

DESCRIPTORS- \*TEAM TEACHING, BIBLIOGRAPHIES, CONCEPT FORMATION, EVALUATION, GUIDES, STAFF UTILIZATION, VISALIA.

WRITTEN TO PROVIDE AN EXTENSIVE BIBLIOGRAPHY OF RELEVANT RESOURCE MATERIALS, THIS BROCHURE ALSO DEFINES TEAM TEACHING AND OUTLINES ITS CONCEPTS, STAFF UTILIZATION, EVALUATION, AND YET UNSOLVED PROBLEMS. BIBLIOGRAPHIC MATERIAL DATES FROM 1950 TO 1964, INCLUSIVELY. (BR)

## ED 011 470

RC 000 774

THE SCHOOL DAY, THE SCHOOL YEAR AND WORK LOAD OF TEACHERS, A STUDY OF THE EDUCATIONAL IMPLICATIONS.

NEW YORK STATE TEACHERS ASSN., ALBANY

PUB DATE

59

EDRS PRICE MF-\$0.09 HC-\$0.36 9P.

DESCRIPTORS- \*CLASS LOAD, \*CLASS SIZE, \*EFFECTIVE TEACHING, \*TEACHER EXPERIENCE, ALBANY, ELEMENTARY SCHOOLS, ENCYCLOPEDIA OF EDUCATIONAL RESEARCH, ENGLISH, GROUPING (INSTRUCTIONAL PURPOSES), HISTORY CITIZENSHIP, KINDERGARTEN, MATHEMATICS, NEW YORK CITY, RESEARCH METHODOLOGY, SCIENCE, SECONDARY SCHOOLS, STAFF PUPIL RATIO, UPTATE CITIES AND VILLAGES, UPTATE SUPERVISORY DISTRICTS.

THE ASSOCIATION FOUND THAT RESEARCH ON CLASS SIZE IS FREQUENTLY MISINTERPRETED EVEN BY EDUCATORS. IN ORDER TO CLARIFY TERMS, THIS STUDY USES THESE DEFINITIONS--CLASS SIZE IS THE NUMBER OF STUDENTS ASSIGNED TO A TEACHER FOR A PERIOD OF INSTRUCTION, CLASS LOAD IS THE NUMBER OF PUPILS FOR WHOM TEACHERS ARE RESPONSIBLE DAILY WHERE THE TEACHER IS ASSIGNED MORE THAN ONE CLASS EACH DAY, AND STAFFING RATIO REPRESENTS THE RATIO OF PROFESSIONAL STAFF (SUPERVISORS, ADMINISTRATORS, TEACHERS AND PROFESSIONAL PERSONNEL) TO PUPILS. APPROXIMATELY 80 PERCENT OF THE RESEARCH REVIEWED BY THIS STUDY GROUP EITHER SUBSTANTIATED THE VALUE OF SMALL CLASSES OR WAS INCONCLUSIVE. WHEN PRINCIPLES OF RESEARCH METHODOLOGY WERE APPLIED TO VARIABLES AFFECTING LEARNING, FIVE OUT OF EVERY SIX STUDIES TENDED TO FAVOR SMALL CLASSES. SINCE RESEARCH HAS NOT BEEN CONCLUSIVE, TEACHER JUDGMENT AND EXPERIENCE SHOULD BE GIVEN SERIOUS CONSIDERATION IN DETERMINATIONS OF CLASS SIZE. TEACHERS HAVE LEARNED THAT LARGE CLASSES FORCE DEVELOPMENT OF A GROUP NORM EXPECTANCY, WHEREAS SMALLER CLASSES ALLOW THE TEACHER TO BE INNOVATIVE, TO GIVE MORE ATTENTION TO INDIVIDUAL DIFFERENCES, AND TO EMPLOY BETTER TEACHING PRACTICES. ALTHOUGH RECOGNIZING THE DIFFICULTIES INVOLVED IN DETERMINING CLASS SIZE AND GROUPING POLICY, THE OPTIMUM CLASS SIZE OF 25 IS THE AVERAGE OF THOSE CLASS SIZES WHERE CONSIDERATION HAS BEEN GIVEN TO PURPOSE, GROUPING, EDUCATIONAL, PHILOSOPHY, PUPIL CHARACTERISTICS, AND DIFFERENT KINDS OF LEARNING. (BR)

## ED 011 471

RC 000 777

PLANNING FLORIDA'S MIGRANT EDUCATION PROGRAM, REPORT OF THE WORKSHOP (CHINSEGUT HILL, JULY 18-27, 1966).

FLORIDA ST. DEPT. OF EDUCATION, TALLAHASSEE

PUB DATE 24 JAN 67

EDRS PRICE MF-\$0.10 HC-\$4.52 113P.

DESCRIPTORS- \*MIGRANT CHILDREN, \*MIGRANT EDUCATION, \*PROGRAM DEVELOPMENT, \*PROGRAM PLANNING, \*STUDENT RECORDS, ACADEMIC ACHIEVEMENT, ATTITUDES, CURRICULUM GUIDES, DATA PROCESSING, ESEA TITLE III B, ESEA TITLE V, FLORIDA MIGRANT EDUCATION PROGRAM, INSERVICE TEACHER EDUCATION, INSTRUCTIONAL MATERIALS, MIGRANT SCHOOLS, PRESCHOOL PROGRAMS, PROGRAM EVALUATION, READING LEVEL, SELF CONCEPT, TALLAHASSEE.



## TRANSFER STUDENTS.

THIS WORKSHOP REPORT STATES THE GOALS OF THE WORKSHOP, LISTS ITS PARTICIPANTS, AND PROVIDES EXCERPTS FROM SPEECHES MADE. MIGRANT ADULT EDUCATION, MIGRANT STUDENT EDUCATION, MIGRANT PRESCHOOLS, AND THE HISTORY OF FLORIDA'S MIGRANT EDUCATION PROGRAM ARE DISCUSSED. METHODS ARE SUGGESTED TO IDENTIFY THE MIGRANT STUDENT'S EDUCATIONAL LEVEL, TO TRANSFER THE STUDENT'S DATA RECORDS, AND TO IMPROVE MIGRANT EDUCATION THROUGH INSERVICE TRAINING PROJECTS. THE REPORT LISTS OBJECTIVES, GUIDING PRINCIPLES, AND CRITERIA FOR INCLUSION IN THE MIGRANT EDUCATION PROGRAM. THE CONCLUSION IS A DISCUSSION OF THE VALUE AND DEVELOPMENT OF THE SELF-CONCEPT FOR SCHOOL ACHIEVEMENT, WHICH THE REPORT STATES MAY BE HELPED BOTH BY DEVELOPING A POSITIVE ATTITUDE IN THE MIGRANT CHILD AND BY INVOLVING THE MIGRANT CHILD'S PARENTS IN SCHOOL ACTIVITIES. (CL)

ED 011 472

RC DDD 778

BRASS RING THINKING.

BY- MALLAN, JOHN CREASON, FRANK

PUB DATE 65

EDRS PRICE MF-\$0.09 HC-\$0.72 18P.

DESCRIPTORS- \*CHANGING ATTITUDES, \*CURRICULUM, \*EDUCATIONAL OBJECTIVES, \*ELEMENTARY SCHOOLS, \*SOCIAL SCIENCES, ANTHROPOLOGY, ATTITUDES, COGNITIVE PROCESSES, COMMUNICATION (THOUGHT TRANSFER), LANGUAGE, LOGICAL THINKING, PRODUCTIVE THINKING, TEACHING.

THIS DOCUMENT IS A COPY OF A SPEECH WHICH LOOKS AT EDUCATIONAL CHANGE FROM THE VIEWPOINT OF THE SOCIAL SCIENTIST. THE AUTHORS POINT OUT THAT EDUCATIONAL HISTORY SUPPORTS THE THESIS THAT CHANGES IN THE AIMS AND FUNCTIONS OF PUBLIC EDUCATION ARE DIRECTLY RELATED TO THE VIEW THE LARGER SOCIAL CONTEXT HOLDS OF ITS OWN AIMS AND FUNCTIONS. THEY DISCUSSED CURRENT CHANGES IN THE SOCIAL SCIENCES WITH RESPECT TO TODAY'S GROWING CONCERN FOR HUMAN RIGHTS AND CIVIL RIGHTS, AND CONSIDERED THE EFFECTS THIS CONCERN COULD HAVE ON THE IMPETUS FOR CHANGE IN THE SOCIAL SCIENCES CURRICULUM IF OUR PUBLIC SCHOOLS CAN DISCARD THE TRADITIONAL VIEWS OF THE 16TH AND 19TH CENTURIES. THE AUTHORS CONTEND THAT THE SOCIAL SCIENCES RESEMBLE BENJAMIN'S SABER-TOOTH CURRICULUM. THE QUESTION OF WHAT IS BEING DONE TO REMEDY THE SITUATION IS RAISED AND DISCUSSED WITH RESPECT TO LEARNING THEORY AND RETENTION. THE MAJOR IDEAS IN SOCIAL STUDIES FOR THE LAST 30 YEARS ARE PRESENTED AND THE IMPLICATIONS OF THESE CONCEPTS ARE DISCUSSED. THE AUTHORS NOT ONLY SUGGEST THAT ALL EDUCATION SHOULD EMPHASIZE THINKING EFFECTIVELY, COMMUNICATING THOUGHT, MAKING RELEVANT JUDGMENTS, AND DISCRIMINATING AMONG VALUE CHOICES, BUT ALSO THAT THE TEACHER AS A SOCIAL SCIENTIST SHOULD DIRECT THE EFFECTIVE THINKING ABILITIES ON THE HUMAN EFFORT, RATHER THAN ON SIMPLE MASTERY OF ACCUMULATED FACTS. (RB)

ED 011 473

RC DDD 779

SUPERVISION--EDUCATION AS A VEHICLE OF SOCIAL CHANGE.

BY- MALLAN, JOHN T. CREASON, FRANK

EDRS PRICE MF-\$0.09 HC-\$0.76 18P.

DESCRIPTORS- \*EDUCATIONAL PHILOSOPHY, \*EDUCATIONAL THEORIES, \*SOCIAL CHANGE, \*SOCIAL INFLUENCES, \*SOCIAL VALUES, BEHAVIOR,

COMMUNICATION (THOUGHT TRANSFER), CONCEPT FORMATION, COOPERATIVE CENTER FOR SOCIAL SCIENCE, CULTURE, CURRICULUM, EXPERIENCE, INDIVIDUAL DIFFERENCES, OHIO UNIVERSITY, ORGANIZATIONS (GROUPS), PERCEPTION, SUPERVISION.

THIS DOCUMENT DISCUSSES THE POTENTIALS OF EDUCATION AS A VEHICLE FOR SOCIAL CHANGE. IT SUGGESTS THAT EDUCATION IS A FORM OF MANIPULATION, SINCE IT ANTICIPATES A CHANGE IN INDIVIDUAL BEHAVIOR, WITH SUCH A CHANGE NECESSARILY HAVING SOCIAL CONSEQUENCES. THE AUTHORS FURTHER STATE THAT SINCE FORMAL EDUCATION IS SUPPORTED BY PUBLIC FUNDS, IT THEREBY JUSTIFIES ITS INEVITABLE IMPACT ON SOCIETY. THE AUTHORS BELIEVE THAT FOR THESE REASONS, EDUCATION MUST MANIFEST ITS POSITION AS A SOCIAL DETERMINANT IN THE CURRICULUM. SUCH A CURRICULUM IS OUTLINED BY THE AUTHORS, WHO EMPHASIZE THE ACQUISITION OF SOCIETAL VALUES AND CONCEPTS. (JH)

ED 011 474

RC DDD 812

INDIVIDUALIZING INSTRUCTION IN SMALL SCHOOLS.

WESTERN STATES SMALL SCHOOLS PROJECT

PUB DATE DEC 66

EDRS PRICE MF-\$0.09 HC-\$1.44 36P.

DESCRIPTORS- \*CURRICULUM PLANNING, \*INDIVIDUALIZED CURRICULUM, \*PHYSICAL FACILITIES, \*SMALL SCHOOLS, ADMINISTRATION, INDEPENDENT STUDY, INDIVIDUAL DEVELOPMENT, INDIVIDUAL INSTRUCTION, INSTRUCTIONAL MATERIALS, LABORATORIES, MOTIVATION, PLANNING, SALT LAKE CITY, SMALL GROUP INSTRUCTION, WESTERN STATES SMALL SCHOOLS PROJECT (WSSSF).

THIS DOCUMENT DISCUSSES PROCEDURES AND POTENTIALS FOR INDIVIDUALIZING INSTRUCTIONAL PROGRAMS IN SMALL RURAL SCHOOLS. FOUR FACTORS ARE SEEN TO BE OPERANT IN THE INDIVIDUALIZATION PROCESS. THESE ARE THE INSTRUCTOR, THE CURRICULUM AND SUPPLEMENTARY MATERIALS, ADMINISTRATIVE PRACTICE, AND PHYSICAL FACILITIES. NEW INSTRUCTIONAL PROCEDURES SHOULD BE INSTITUTED WITH A CONCOMITANT REDEFINITION OF THE ROLE OF THE TEACHER. IT IS SUGGESTED THAT THE CURRICULUM BE REORGANIZED INTO A COMMON CURRICULUM TO BE TAKEN BY EVERY STUDENT, AN ALTERNATIVE CURRICULUM TO MEET THE NEEDS OF LOCAL ECONOMIC SITUATIONS, AND AN INDIVIDUAL CURRICULUM TO PROVIDE OPPORTUNITIES FOR SPECIAL SKILLS AND TALENTS. SUGGESTIONS FOR ADMINISTRATIVE REORGANIZATION TO PROVIDE FOR INDIVIDUAL DIFFERENCES ARE INCLUDED. IDEAS FOR MODIFICATION OF EXISTING FACILITIES AND CONSTRUCTION OF NEW PHYSICAL STRUCTURES ARE PRESENTED. FREE COPIES OF THIS DOCUMENT ARE ALSO AVAILABLE FROM THE WSSP COORDINATION, SUITE 1300 UNIVERSITY CLUB BUILDING, 136 EAST SOUTH TEMPLE, SALT LAKE CITY, UTAH 84111. (JH)

ED 011 475

RC DDD 814

CLOSING THE GAP IN INDIAN EDUCATION.

BY- SIZEMORE, MARIE

ARIZONA STATE DEPT. OF PUBLIC INSTRUCTION, PHOENIX

PUB DATE 27 JAN 67

EDRS PRICE MF-\$0.09 HC-\$0.64 16P.

DESCRIPTORS- \*ACCLTURATION, \*AMERICAN INDIANS, \*ENGLISH (SECOND LANGUAGE), \*SOCIAL ADJUSTMENT, COUNSELING, CULTURAL BACKGROUND, CURRICULUM, DAY SCHOOLS, ENVIRONMENT, GUIDANCE, PHOENIX, SOCIAL INFLUENCES \*EDUCATION.



THIS DOCUMENT WAS PREPARED AS A REPORT TO THE NATIONAL ADVISORY COMMISSION ON RURAL POVERTY. A DESCRIPTION OF INDIAN EDUCATION FOR THE YEAR 1965 IS INCLUDED WITH STATISTICAL ANALYSIS OF SUCH FACTORS AS POPULATION AND THE USE OF FEDERAL FUNDING IN THE STATE OF ARIZONA, THE NATURE OF THE ARIZONA INDIAN EDUCATION PROBLEM IS DEFINED AND IS SEEN IN THE CONTEXT OF CULTURAL FACTORS IN SOCIAL ADJUSTMENT. VARIOUS ILLUSTRATIONS OF POTENTIAL CULTURAL DIFFERENCES ARE INCLUDED. TWELVE FACTORS FOR CLOSING THE EDUCATIONAL GAP OF THE INDIANS ARE PRESENTED. (JH)

## ED 011 476

RC DOD 848

OUR DESERT FRIENDS.

BY- CROTZER, EMMETT H. AND OTHERS

NEVADA STATE DEPT. OF EDUCATION, CARSON CITY

PUB DATE

64

EDRS PRICE MF-\$0.18 HC-\$3.28 82P.

DESCRIPTORS- \*AMERICAN INDIANS, \*BOTANY, \*EDUCATIONAL RESOURCES, \*ELEMENTARY GRADES, \*FOLK CULTURE, BIOLOGY INSTRUCTION, CARSON CITY, CARSON INDIAN AGENCY, INSTRUCTIONAL MATERIALS, NEVADA INDIAN AGENCY,

THIS DOCUMENT WAS PREPARED BY THE CARSON INDIAN AGENCY, USING RECORDINGS MADE IN VARIOUS INDIAN COMMUNITIES. IT WAS ORIGINALLY ISSUED IN 1939 AS A SUPPLEMENTARY TEXT FOR USE IN THE INTERMEDIATE GRADES, AND WAS REISSUED IN 1964 IN OBSERVANCE OF NEVADA'S CENTENNIAL YEAR. THE DOCUMENT CONTAINS A SERIES OF SHORT STORIES DESCRIBING INDIAN FOLKWAYS AND USE OF DESERT FLORA. ACCOMPANYING EACH DESCRIPTION OF A DESERT PLANT IS A LINE DRAWING OF THE PLANT. AN INDEX IS INCLUDED LISTING COMMON NAMES, INDIAN NAMES, AND THE SCIENTIFIC NAMES OF THE DESERT PLANTS DESCRIBED IN THE STORIES. (JH)

## ED 011 477

RC DOD 858

A SURVEY AND PLANS FOR IMPROVED UTILIZATION OF THE EDUCATIONAL FILM IN THE SCHOOLS OF NEW YORK STATE.

NEW YORK STATE EDUCATION DEPT., ALBANY

PUB DATE

SEP 63

EDRS PRICE MF-\$0.18 HC-\$3.48 87P.

DESCRIPTORS- \*AUDIOVISUAL, \*INSTRUCTIONAL FILMS, \*INSTRUCTIONAL MATERIALS, \*TELEvised INSTRUCTION, ALBANY, MASS INSTRUCTION, NYC TV FILM DISTRIBUTION PROJECT,

THIS DOCUMENT DISCUSSES STATEWIDE METHODS OF IMPROVING THE DISTRIBUTION AND UTILIZATION OF EDUCATIONAL FILMS. THE AUTHORS PRESENT A HISTORICAL TREATMENT OF NEW YORK STATE'S AUDIOVISUAL EDUCATION PROGRAM, AND THE FINDINGS OF A STUDY ABOUT MOTION PICTURE EQUIPMENT AND FILM USE. THE REPORT ALSO DEALS WITH (1) THE GENERAL HISTORICAL IMPORTANCE OF INSTRUCTIONAL FILMS, (2) THE IMPORTANCE, USE, COST, AND DISTRIBUTION OF INSTRUCTIONAL FILMS TO TEACHERS OF NEW YORK STATE, (3) OTHER STATES' AUDIOVISUAL PROGRAMS, AND (4) RECOMMENDATIONS FOR THE DEPARTMENT OF EDUCATION TO CREATE MORE CONDUCTIVE CONDITIONS FOR THE USE OF EDUCATIONAL FILMS. THE DOCUMENT FURTHER DESCRIBES, IN THE APPENDIX, NEW YORK CITY'S TELEVISION FILM DISTRIBUTION PROJECT AND THE SUMMARY OF NEW YORK STATE PUBLIC SCHOOLS' EDUCATIONAL MOTION PICTURES SEMINAR IN 1963. A BIBLIOGRAPHY OF STUDIES OF EDUCATIONAL FILMS IS INCLUDED. (JH)

## ED 011 478

RC DOD 893

SOURCEBOOK OF SUGGESTED IDEAS FOR MOTIVATING AND ENRICHING WRITTEN COMPOSITION (INTERMEDIATE GRADES).

BY- GRIESE, ARNOLD A. AND OTHERS

ALASKA STATE DEPT. OF EDUCATION, JUNEAU

PUB DATE

SEP 62

EDRS PRICE MF-\$0.27 HC-\$6.84 171P.

DESCRIPTORS- \*COMPOSITION (LITERARY), \*INTEGRATED ACTIVITIES, \*INTEGRATED CURRICULUM, \*INTERMEDIATE GRADES, \*LANGUAGE SKILLS, ACTIVITIES, CLASSROOMS, COMPOSITION SKILLS (LITERARY), CURRENT EVENTS, ENVIRONMENT, GEOGRAPHY, GRAMMAR, JUNEAU, SCIENCES, SOCIAL STUDIES, TEXTBOOK EVALUATION, TEXTBOOKS, UNIVERSITY OF ALASKA, WRITING,

THIS SOURCEBOOK WAS PREPARED AS A TEACHING SUPPLEMENT FOR USE IN THE LANGUAGE ARTS PROGRAMS OF RURAL ALASKAN SCHOOLS IN THE INTERMEDIATE GRADES. A WIDE RANGE OF MATERIAL IS INCORPORATED, INCLUDING THE AREAS OF LANGUAGE SKILLS, AVAILABLE TEXTBOOKS AND FILMS, TYPES OF COMPOSITION, AND EXTENSIVE SUGGESTIONS FOR CORRELATED ACTIVITIES IN THE AREAS OF GEOGRAPHY, SOCIAL STUDIES, AND ELEMENTARY SCIENCE. THIS GUIDE ATTEMPTS TO PROVIDE THE TEACHER WITH IDEAS TO AID THE DEVELOPMENT OF LANGUAGE SKILLS USING MATERIALS FROM OTHER BROAD FIELDS. ADDRESSES ARE INCLUDED FOR VARIOUS SUGGESTED PROJECT MATERIALS. (JH)

## ED 011 479

RC DOD 886

TESORO DE ORO, BOOKS FOR SPANISH-SPEAKING STUDENTS.

BY- HARRIGAN, JOAN

COLORADO STATE DEPT. OF EDUCATION, DENVER

PUB DATE

MAY 66

EDRS PRICE MF-\$0.09 HC-\$0.56 14P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*BILINGUAL STUDENTS, \*BILINGUALISM, ADULT STUDENTS, AMERICAN CULTURE, DENVER, ELEMENTARY SCHOOL STUDENTS, INSTRUCTIONAL MATERIALS, SECONDARY SCHOOL STUDENTS, SPANISH CULTURE,

THIS DOCUMENT CONTAINS A BIBLIOGRAPHY OF BILINGUAL MATERIALS RELATED TO THE SPANISH-AMERICAN CULTURAL HERITAGE OF THE UNITED STATES, SUITABLE FOR ELEMENTARY AND OLDER STUDENTS. ALSO INCLUDED IS A DIRECTORY OF PUBLISHERS OF THESE MATERIALS AND A LIST OF CRITERIA APPLIED TO THE SELECTION OF THESE MATERIALS. (FB)

## ED 011 480

RC DOD 827

READABILITY--A NEW APPROACH.

BY- BORMUTH, JOHN R.

PUB DATE

66

EDRS PRICE MF-\$0.09 HC-\$2.20 55P.

DESCRIPTORS- \*CLOZE PROCEDURE, \*LINGUISTIC PATTERNS, \*PREDICTIVE MEASUREMENT, \*READING DIFFICULTY, \*READING RESEARCH, CALIFORNIA READING TEST, DALE CHALL LIST OF 3000 FAMILIAR WORDS, DATA PROCESSING, GRADE 4, GRADE 5, GRADE 6, GRADE 7, GRADE 8, LITERARY STYLE, READABILITY, READABILITY FORMULAS, READING ABILITY, READING COMPREHENSION, READING TESTS, STANFORD ACHIEVEMENT TEST, SYNTAX, TEST VALIDITY, WASCO,

IN AN EFFORT TO DEVELOP ACCURATE FORMULAS FOR PREDICTING

AND CONTROLLING THE READABILITY OF LANGUAGE, FIVE BASIC PROBLEMS WERE STUDIED--(1) THE VARIOUS FEATURES OF WRITING STYLE AS LINEARLY RELATED TO COMPREHENSION DIFFICULTIES, (2) THE CHANGE OF STRENGTHS OF RELATIONSHIPS AS A FUNCTION OF READING ABILITY, (3) READABILITY PREDICTION MADE UPON SMALL LANGUAGE UNITS, (4) READABILITY ACCURACY BASED UPON USE OF LINGUISTIC ANALYSIS TECHNIQUES IN CONSTRUCTION OF FORMULAS, AND (5) A TEST OF USEFULNESS OF CERTAIN LINGUISTIC VARIABLES IN PREDICTING LANGUAGE DIFFICULTY. TWENTY PROSE PASSAGES WERE ANALYZED TO DETERMINE THE DIFFICULTIES OF 5,181 WORDS, 405 INDEPENDENT CLAUSES, AND 365 SENTENCES. SAMPLES WERE CHOSEN FROM FOUR PASSAGES IN EACH OF FIVE SUBJECT AREAS, USING THE DALE-CHALL SCALE FOR GRADES 4 THROUGH 8, FIVE CLOZE TEST FORMS FROM EACH PASSAGE WERE CONSTRUCTED BY DELETING EVERY FIFTH WORD. SUBJECTS, THE ENTIRE ENROLLMENT IN GRADES 4 THROUGH 8 OF ONE SCHOOL DISTRICT IN WASCO, CALIFORNIA, WERE MATCHED FOR FIVE FORM GROUPS. THE TESTING PERIOD LASTED OVER 11 SCHOOL DAYS. READING ABILITY WAS DETERMINED BY RESULTS ON THE STANFORD ACHIEVEMENT TEST--READING, FORM J, AND STUDIED IN RELATION TO THE INTERACTION OF FORM GROUPS ON MEASURES OF WORD, INDEPENDENT CLAUSE, SENTENCE, AND PASSAGE DIFFICULTY. EACH AREA WAS ANALYZED IN DETAIL AND TABULATED FOR STUDY IN LIGHT OF THE LINGUISTIC VARIABLES SET FOR THE STUDY. A BIBLIOGRAPHY OF 31 ITEMS IS ATTACHED. THIS ARTICLE IS PUBLISHED IN THE "READING RESEARCH QUARTERLY," VOLUME 1, SPRING 1966. (MC)

ED 011 481

RE 000 028

AUDITORY DISCRIMINATION ABILITIES AND BEGINNING READING ACHIEVEMENT.

BY- DYKSTRA, ROBERT

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$1.20 32P.

DESCRIPTORS-- \*AUDITORY DISCRIMINATION, \*PREDICTIVE MEASUREMENT, \*READING ACHIEVEMENT, \*READING READINESS, \*READING READINESS TESTS, AGE DIFFERENCES, BEGINNING READING, GRADE 1, INTELLIGENCE, MINNEAPOLIS, READING READINESS FACTORS, READING RESEARCH, READING TESTS, SEX DIFFERENCES,

THE RELATIONSHIPS BETWEEN PREREADING MEASURES OF AUDITORY DISCRIMINATION AND READING ACHIEVEMENT AT THE END OF FIRST GRADE ARE REPORTED. DATA WERE GATHERED ON 632 PUPILS IN THE MINNEAPOLIS PUBLIC SCHOOLS WHO WERE ADMINISTERED SEVEN TESTS OF AUDITORY DISCRIMINATION SELECTED FROM PUBLISHED READING READINESS TESTS AND A GROUP INTELLIGENCE TEST AT THE BEGINNING OF FIRST GRADE. TWO TESTS OF READING ACHIEVEMENT WERE GIVEN AT THE END OF THE YEAR. RELATIONSHIPS WERE ASSESSED BY MEANS OF CORRELATION AND MULTIPLE REGRESSION ANALYSIS. ANALYSIS OF DIFFERENCES OF MEANS WAS DONE THROUGH USE OF T TESTS. INTERCORRELATIONS AMONG AUDITORY DISCRIMINATION MEASURES AND BETWEEN EACH MEASURE AND SUBSEQUENT READING ACHIEVEMENT WERE UNIFORMLY LOW. INTELLIGENCE WAS SIGNIFICANTLY RELATED TO READING ACHIEVEMENT. SIGNIFICANT SEX DIFFERENCES IN PERFORMANCE ON THREE OF THE AUDITORY DISCRIMINATION TESTS AND ON BOTH OF THE READING TESTS FAVORED THE GIRLS. THE CONCLUSIONS AND EDUCATIONAL IMPLICATIONS ARE DISCUSSED. TABLES AND REFERENCES ARE INCLUDED. (MC)

ED 011 482

RE 000 029

A LINGUISTIC STUDY OF CUES AND MISQUES IN READING.  
BY- GOODMAN, KENNETH S.

PUB DATE OCT 65

EDRS PRICE MF-\$0.09 HC-\$0.28 7P.

DESCRIPTORS-- \*LINGUISTICS, \*READING DEVELOPMENT, \*READING SKILLS, \*WORD RECOGNITION, CONTEXT CLUES, DETROIT, EYE REGRESSIONS, GRADE 1, GRADE 2, GRADE 3, INDIVIDUAL TESTS, ORAL READING, READING ACHIEVEMENT, READING RESEARCH, STRUCTURAL ANALYSIS, VOCABULARY.

A DESCRIPTIVE STUDY OF THE ORAL READING OF FIRST-, SECOND-, AND THIRD-GRADE CHILDREN IS REPORTED. THE STUDY TREATS READING AS A PSYCHOLINGUISTIC PROCESS WHICH IS CUED OR MISCUED DURING THE CHILD'S INTERACTION WITH WRITTEN LANGUAGE. THE SUBJECTS WERE 100 CHILDREN ATTENDING THE SAME SCHOOL IN A DETROIT INDUSTRIAL SUBURB. EVERY SECOND CHILD ON AN ALPHABETICAL LIST OF ALL THE CHILDREN WAS INCLUDED IN THE STUDY. EACH SUBJECT WAS TESTED INDIVIDUALLY WITH A WORDLIST FROM A STORY ON HIS GRADE LEVEL. HE WAS THEN ASKED TO READ ORALLY THE STORY ON WHICH HIS WORDLIST WAS BASED. FOLLOWING THIS, THE CHILD RETOLD THE STORY AS BEST HE COULD. BOTH THE READING AND THE RETELLING WERE TAPED AND STUDIED. THE CHILDREN IN THE STUDY WERE ABLE TO READ MANY WORDS IN CONTEXT WHICH THEY COULD NOT READ FROM LISTS. CHILDREN IN SUCCESSIVE GRADES WERE INCREASINGLY EFFICIENT IN USING CUE SYSTEMS IN OTHER WAYS. SUBSTITUTIONS AND REGRESSIONS IN A CHILD'S ORAL READING ARE DISCUSSED. FIVE IMPLICATIONS FOR THE TEACHING OF READING ARE PRESENTED. A PARTIAL LIST OF CUE SYSTEMS USED IN READING IS GIVEN. THE TYPES OF READING ERRORS ARE SUMMARIZED IN FIVE TABLES. THIS ARTICLE IS A REPRINT FROM "ELEMENTARY ENGLISH," VOLUME 42, OCTOBER 1965. (RH)

ED 011 483

RE 000 030

FIRST-GRADERS' RESPONSES TO THREE QUESTIONS ABOUT READING.

BY- DENNY, TERRY WEINTRAUB, SAMUEL

PUB DATE MAY 66

EDRS PRICE MF-\$0.09 HC-\$0.40 10P.

DESCRIPTORS-- \*GRADE 1, \*QUESTION ANSWER INTERVIEWS, \*READING PROCESSES, \*READING RESEARCH, \*STUDENT ATTITUDES, CAUCASIAN STUDENTS, DETROIT, INDIANA, KINDERGARTEN EXPERIENCE COMPARISON, MICHIGAN, NEGRO STUDENTS, RACIAL DIFFERENCES, RURAL SCHOOLS, SEX DIFFERENCES, SOCIOECONOMIC BACKGROUND, URBAN SCHOOLS.

THE RESPONSES OF FIRST GRADERS TO THREE QUESTIONS ABOUT READING ARE REPORTED. SUBJECTS, 111 PUPILS IN FIVE 1ST-GRADE CLASSROOMS IN THREE SCHOOL SYSTEMS IN INDIANA AND MICHIGAN, WERE INTERVIEWED AND THEIR RESPONSES WERE ANALYZED AND CLASSIFIED INTO LOGICAL CATEGORIES. WHEN ASKED IF THEY WANTED TO LEARN TO READ, A NEGATIVE ANSWER WAS GIVEN BY FOUR CHILDREN. IN ANSWERING WHY THEY WANTED TO READ, THE FOLLOWING REASONS WERE OFFERED--(1) 30 PUPILS, ONE-FOURTH OF THE CHILDREN, GAVE VAGUE AND MEANINGLESS REASONS, (2) 27 CHILDREN WANTED TO LEARN AS A MEANS TO A GOAL, (3) 37 WANTED TO LEARN TO READ TO THEMSELVES OR TO OTHERS, (4) 10 WANTED TO LEARN BECAUSE THERE WAS SOME FEELING OF VALUE CONNECTED WITH SUCH LEARNING, AND (5) 11 PUPILS IDENTIFIED THEMSELVES WITH A READER. WHEN ASKED WHAT THEY HAD TO DO TO LEARN TO READ IN THE FIRST GRADE, THESE IDEAS WERE ADVANCED--(1) 30 PUPILS

DIDN'T KNOWN, (2) TWO-FIFTHS OF THE REMAINING RESPONSES INDICATED THAT A PASSIVE TYPE OF OBEDIENCE WAS REQUIRED, (3) TWO-FIFTHS OF THE CHILDREN SAW THEMSELVES TAKING SOME ACTION IN LEARNING, AND (4) ONE-FIFTH OF THE CHILDREN THOUGHT THE TEACHER WOULD SHOW THEM HOW TO READ. DIFFERENCES IN ANSWERS RELATED TO SEX, RACE, AND FAMILY INCOME ARE DISCUSSED. REFERENCES AND TABLES ARE INCLUDED. THIS ARTICLE IS PUBLISHED IN THE "ELEMENTARY SCHOOL JOURNAL," VOLUME 66, MAY 1966. (MD)

## ED 011 484

RE 000 038

AN INTERPRETATION OF RESEARCH IN READING READINESS.  
BY- HILLERICH, ROBERT L.

PUB DATE APR 66

EDRS PRICE MF-\$0.09 HC-\$0.36 9P.

DESCRIPTORS- \*PREREADING EXPERIENCE, \*READING MATERIALS, \*READING READINESS, \*READING READINESS TESTS, \*READING RESEARCH, AGE, CHILD DEVELOPMENT, EDUCATIONAL THEORIES, KINDERGARTEN, READING INSTRUCTION, TEACHING METHODS, WORKBOOKS.

THE RESULTS OF 17 STUDIES ON READING READINESS ARE SUMMARIZED AND INTERPRETED. ALL BUT ONE OF THE STUDIES WERE COMPLETED SINCE 1957. READING READINESS IS DEFINED, AND THE DIFFERENCES BETWEEN TRADITIONAL AND CURRENT THEORY ARE DISCUSSED. STUDIES OF FORMAL READING READINESS INSTRUCTION IN KINDERGARTEN ARE DESCRIBED. CONCLUSIONS ABOUT KINDS OF READING READINESS EXPERIENCES, TESTS, STUDIES, AND THE AGE WHEN CHILDREN BEGIN READING READINESS AND READING INSTRUCTION ARE DRAWN FROM THE REPORTED RESEARCH. IMPLICATIONS FOR FURTHER RESEARCH ARE INCLUDED. REFERENCES ARE GIVEN. THIS ARTICLE IS PUBLISHED IN "ELEMENTARY ENGLISH," VOLUME 43, APRIL 1966. (LS)

## ED 011 485

RE 000 036

READING READINESS--FACT AND FANCY.  
BY- GANDERSON, DORIS V.

PUB DATE 5 OCT 65

EDRS PRICE MF-\$0.09 HC-\$0.44 11P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*READING READINESS, \*READING RESEARCH, CULTURALLY DISADVANTAGED, EXPERIENCE COMPARISON, GRADE 3, KINDERGARTEN, LANGUAGE ARTS, PREDICTIVE VALIDITY, READING ACHIEVEMENT, READING READINESS FACTORS, READING READINESS TESTS, RESEARCH REVIEW, SEX DIFFERENCES.

FOURTEEN STUDIES IN THE AREA OF READING READINESS ARE SURVEYED. MUCH OF THE RESEARCH IS DIRECTED AT THE CHILD WHO NEEDS A PERIOD OF READINESS, PARTICULARLY THE CULTURALLY DISADVANTAGED CHILD. THE VALIDITY OF READINESS TESTS, THE IMPORTANCE OF SEX DIFFERENCES, AND BEGINNING READERS ARE OTHER TOPICS DISCUSSED. REFERENCES ARE GIVEN. THIS ARTICLE IS PUBLISHED IN THE "JOURNAL OF THE READING SPECIALIST," VOLUME 11, OCTOBER 5, 1965. (MJ)

## ED 011 486

RE 000 100

DOCTORAL STUDIES IN READING, 1919 THROUGH 1960.  
BY- FAY, LEO C., AND OTHERS  
INDIANA UNIV., BLOOMINGTON, SCH. OF EDUCATION

PUB DATE JUL 64

EDRS PRICE MF-\$0.10 HC-\$3.60 90P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*READING RESEARCH, BLOOMINGTON, COLLEGE PROGRAMS, ELEMENTARY GRADES, SECONDARY SCHOOLS.

A BIBLIOGRAPHY OF DOCTORAL DISSERTATIONS FROM 1919 THROUGH 1960 IN THE AREA OF READING IS REPORTED IN MONOGRAPH FORM. OVER 700 STUDIES ARE CLASSIFIED UNDER 34 SUBJECT CATEGORIES, AND A SUMMARY STATEMENT IS INCLUDED FOR EACH CATEGORY. AN AUTHOR INDEX IS PROVIDED. THIS PUBLICATION IS A BULLETIN OF THE SCHOOL OF EDUCATION OF INDIANA UNIVERSITY, VOLUME 40, NUMBER 4, JULY 1964 AND IS ALSO AVAILABLE FROM THE INDIANA UNIVERSITY BOOKSTORE, BLOOMINGTON, INDIANA, FOR \$1.25. (BK)

## ED 011 487

RE 000 102

INTERPERSONAL RELATIONS IN CHILDREN'S LITERATURE, 1920-1960.  
BY- HENZE, ALMA

PUB DATE JAN 66

EDRS PRICE MF-\$0.09 HC-\$0.24 6P.

DESCRIPTORS- \*BEHAVIOR PATTERNS, \*BOOKLISTS, \*CHILDRENS BOOKS, \*LITERARY DISCRIMINATION, \*REACTIVE BEHAVIOR, CRITICAL READING, DISCRIMINATORY ATTITUDES (SOCIAL), PARENT CHILD RELATIONSHIP, PEER GROUPS, PERSONALITY ASSESSMENT.

THE BEHAVIORAL PATTERNS, BACKGROUNDS, AND THEMES OF CHILDREN'S REALISTIC TRADE BOOKS WERE IDENTIFIED. NINE CATEGORIES OF INTERPERSONAL BEHAVIOR WERE DEVELOPED AND DEFINED IN THIS INVESTIGATION OF CHANGES IN CONTENT OF CHILDREN'S BOOKS PUBLISHED WITHIN A PERIOD OF 40 YEARS, FROM 1920-60. FROM 780 SAMPLES REVIEWED BY THE EXAMINER, THREE JUDGES SELECTED 70 BOOKS PORTRAYING CHARACTERS EXHIBITING BELIEVABLE BEHAVIOR. THE BOOK ANALYSIS WAS BASED UPON SAMPLES OF THE VERBAL REACTION BETWEEN TWO OR MORE CHARACTERS WITHIN EACH OF 10 SECTIONS FOR EACH BOOK. TOTALS FOR EACH ITEM WERE COMPUTED FOR EACH YEAR AND THE AVERAGE PERCENTAGES FOR THE 1920-40 AND 1945-60 PERIODS WERE CALCULATED. THE RELIABILITY OF THE SYSTEM OF ANALYSIS WAS EXAMINED BY TWO JUDGES. CHANGING RELATIONSHIPS BETWEEN THE CHILD-ADULT, THE CHILD-CHILD BEHAVIORAL PATTERNS, URBAN-RURAL BACKGROUND, AND IN THE RELATION OF THE INDIVIDUAL TO THE FAMILY, THE PEER GROUP, AND TO SOCIETY WERE NOTED IN THE RESEARCH. THIS ARTICLE IS PUBLISHED IN "ELEMENTARY ENGLISH," VOLUME 43, NUMBER 52, JANUARY 1966. (MC)

## ED 011 488

RE 000 104

THE LIGHTHOUSE DAY CAMP READING EXPERIMENT WITH DISADVANTAGED CHILDREN.

BY- SCHERG, ADELINE W.

PUB DATE JAN 66

EDRS PRICE MF-\$0.09 HC-\$0.20 7P.

DESCRIPTORS- \*DISADVANTAGED YOUTH, \*ENRICHMENT EXPERIENCE, \*LANGUAGE DEVELOPMENT, \*READING READINESS, ACTIVITY UNITS, CITIZENS COMMITTEE ON PUBLIC EDUCATION, EXPERIENCE CHARTS, INDIVIDUAL INSTRUCTION, INTEGRATED ACTIVITIES, LIGHTHOUSE CLUB DAY CAMP, PHILADELPHIA, PROGRAM EVALUATION, READING GAMES, SPECIAL COUNSELORS, SPEECH SKILLS.

A READING PROGRAM DESIGNED FOR DISADVANTAGED CHILDREN AND CONDUCTED BY THE LIGHTHOUSE, A SETTLEMENT HOUSE IN NORTH PHILADELPHIA, AS PART OF ITS DAY CAMP PROGRAM WAS DESCRIBED AND ASSESSED. THE READING PROGRAM WAS DEVELOPED (1) TO BOOST



THE OPPORTUNITIES IN READING READINESS FOR CHILDREN ABOUT TO ENTER FIRST GRADE, (2) TO ENRICH LANGUAGE EXPERIENCES, AND (3) TO GIVE REMEDIAL HELP TO CHILDREN WITH READING DEFICIENCIES. THE CAMPERS MET 4 DAYS A WEEK FOR 6 WEEKS. A DAILY SCHEDULE INCLUDED READING ACTIVITIES WHICH COULD BECOME PART OF EACH ACTIVITY. LANGUAGE DEVELOPMENT WAS DIRECTED BY 10 PROFESSIONAL COUNSELORS. CONSISTENT GAINS WERE FOUND IN THE AREA OF GENERAL ORAL LANGUAGE DEVELOPMENT AND READING READINESS. NO MARKED CHANGES WERE FOUND IN WORD RECOGNITION OR HEARING COMPREHENSION. THE PROGRAM WAS ESPECIALLY HELPFUL TO LANGUAGE DEVELOPMENT WITH YOUNGER GROUPS. OTHER FINDINGS ARE DISCUSSED. REFERENCES ARE INCLUDED. THIS ARTICLE IS PUBLISHED IN "THE READING TEACHER," VOLUME 19, NUMBER 252, JANUARY 1966. (MC)

## ED 011 489

RE OOO 105

MATERIALS FOR ADULT BASIC EDUCATION--AN ANNOTATED BIBLIOGRAPHY.

BY- SUMMERS, EDWARD G.

INDIANA UNIV., BLOOMINGTON, SCH. OF EDUCATION

REPORT NUMBER OF IN READING-VOL-1

PUB DATE MAR 67

EDRS PRICE MF-\$0.09 HC-\$1.08 27P.

DESCRIPTORS- \*ADULT STUDENTS; \*BIBLIOGRAPHIES; \*LANGUAGE SKILLS; \*LITERACY CLASSES; \*PERSONALITY DEVELOPMENT; BASIC SKILLS; BLOOMINGTON; CITIZENSHIP; HIGH SCHOOL STUDENTS; INSTRUCTIONAL MATERIALS; INTERMEDIATE GRADES; LEARNING DIFFICULTIES; PRIMARY GRADES.

THIS ANNOTATED BIBLIOGRAPHY REFERS TO MATERIALS PARTICULARLY USEFUL TO TEACHERS AND ADMINISTRATORS INTERESTED IN DEVELOPING SPECIALIZED PROGRAMS FOR ADULT BASIC EDUCATION AND LITERACY SITUATIONS. INCLUDED ARE PROFESSIONAL AND PRACTICAL REFERENCES TO ORAL AND WRITTEN COMMUNICATION, ARITHMETIC AND MATHEMATICS, CITIZENSHIP, AND PERSONAL ADJUSTMENT. FOR EACH ITEM A SERIES OF DESCRIPTORS PINPOINTS THE CONTENT COVERED AND THE MAJOR AREAS OF USE FOR PRIMARY, INTERMEDIATE, AND BEGINNING HIGH-SCHOOL LEVELS. THE BIBLIOGRAPHY LISTS 101 REFERENCES. (MC)

## ED 011 490

RE OOO 107

AN EXPERIMENT ON THE EFFECT OF MOTIVATIONAL APPEAL VS. TECHNIQUES UPON READING RATE IMPROVEMENT IN A GROUP OF COLLEGE STUDENTS.

BY- MAXWELL, MARTHA J. MUELLER, ARTHUR C.

MARYLAND UNIV., COLLEGE PARK

REPORT NUMBER RR-65-04

PUB DATE APR 65

EDRS PRICE MF-\$0.09 HC-\$1.60 40P.

DESCRIPTORS- \*COLLEGE STUDENTS; \*READING COMPREHENSION; \*READING RESEARCH; \*READING SPEED; \*STUDENT MOTIVATION; COLLEGE PARK; QUESTIONNAIRES; READING ABILITY; READING IMPROVEMENT; READING TESTS; ROBINSON HALL READING TESTS; STUDENT ATTITUDES.

A STUDY OF THE READING HABITS AND ABILITIES OF 132 PSYCHOLOGY STUDENTS AT THE UNIVERSITY OF MARYLAND WAS CONDUCTED TO DETERMINE (1) IF READING SPEED COULD BE INCREASED WITHOUT CHANGE IN COMPREHENSION AND (2) WHETHER INFORMATION ABOUT SOME OF THE BASIC TECHNIQUES OF READING STRESSED IN TYPICAL READING COURSES COULD ELICIT CHANGES IN STANDARDIZED READING TEST PERFORMANCE. THE SUBJECTS WERE

DIVIDED INTO CONTROL, MOTIVATIONAL, AND FACTUAL GROUPS. ALL SUBJECTS WERE PRETESTED WITH THE ROBINSON-HALL CANADIAN HISTORY TEST AND A QUESTIONNAIRE ABOUT READING HABITS AND ATTITUDES. THE MOTIVATIONAL GROUP READ A HANDOUT ABOUT THE BENEFITS OF RAPID READING BEFORE RETURNING TO TAKE THE POST-TEST BATTERY. THE FACTUAL GROUP RECEIVED SUGGESTIONS FOR IMPROVING READING SPEED. THE CONTROL GROUP RECEIVED NO INSTRUCTION OR SUGGESTIONS. SEVEN DAYS LATER THE ROBINSON-HALL ART AND RUSSIAN HISTORY TESTS AND A POST-QUESTIONNAIRE WERE ADMINISTERED. A STATISTICAL ANALYSIS WAS MADE OF PRE- AND POST-TEST SCORES, QUESTIONNAIRE RESPONSES, AND SCHOLASTIC ABILITY FOR EACH GROUP. THE INVESTIGATORS FOUND THAT READING SPEED COULD BE INCREASED WITHOUT SIGNIFICANT CHANGES IN COMPREHENSION AND THAT THE DISTRIBUTION OF HANDOUTS COULD HELP INCREASE STUDENTS' READING RATES. TABLES AND A BIBLIOGRAPHY ARE GIVEN. COPIES OF THE HANDOUTS AND QUESTIONNAIRES USED ARE INCLUDED. (LS)

## ED 011 491

RE OOO 109

VISION AND COLLEGE READING - A REVIEW OF THE LITERATURE AND REPORT OF A SURVEY.

BY- MAXWELL, MARTHA J.

MARYLAND UNIV., COLLEGE PARK

REPORT NUMBER RR-65-05

PUB DATE AUG 65

EDRS PRICE MF-\$0.09 HC-\$1.04 26P.

DESCRIPTORS- \*COLLEGE STUDENTS; \*SCREENING TESTS; \*TESTING PROGRAMS; \*VISION TESTS; AMERICAN OPTICAL (AO) COMPANY SIGHT SCREENER; BAUSCH AND LOMB ORTHORATER; COLLEGE PARK; COMPARATIVE ANALYSIS; KEYSTONE TELEBINOCULAR; LOW ACHIEVERS; MEASUREMENT INSTRUMENTS; MEASUREMENT TECHNIQUES; READING CENTERS; VISUAL DISCRIMINATION; VISUAL PERCEPTION.

THE AMERICAN OPTICAL (AO) COMPANY'S SIGHT SCREENER, A PORTABLE BINOCULAR INSTRUMENT DESIGNED FOR MASS VISION TESTING, WAS EVALUATED AT THE UNIVERSITY OF MARYLAND READING AND STUDY SKILLS LABORATORY TO DETERMINE ITS CAPACITY TO IDENTIFY STUDENTS NEEDING PROFESSIONAL EYE EXAMINATIONS PRIOR TO READING INSTRUCTION. DATA FROM 106 PROBATIONARY FRESHMEN, AGED 18 TO 20, WHO WERE WEAK IN VERBAL SKILLS WERE USED IN THE EVALUATION OF VISUAL SUPPRESSION, VISUAL ACUITY, LATERAL MUSCLE BALANCE, VERTICAL MUSCLE BALANCE, DEPTH PERCEPTION, AND COLOR VISION. INCLUDED IN THE EVALUATION OF EACH SIGHT SCREENER TEST WAS (1) A DESCRIPTION OF THE TEST, (2) A COMPARISON WITH CLINICAL TESTS AND OTHER SCREENING INSTRUMENTS (KEYSTONE TELEBINOCULAR AND BAUSCH AND LOMB ORTHO-RATER), (3) SPECIAL PROBLEMS IN ADMINISTERING THE TEST, (4) GENERAL PROBLEMS IN TESTING THE PARTICULAR VISUAL FACTOR, (5) A DISCUSSION OF THE UNIVERSITY OF MARYLAND DATA AND COMPARISON WITH OTHER SURVEYS, AND (6) A DISCUSSION OF THE IMPLICATIONS AND APPLICATIONS OF THE RESULTS. RESEARCH ON THE RELATION OF VISUAL FACTORS TO READING SKILLS WAS EXAMINED. THE AUTHOR CONCLUDED THAT THE AO SIGHT SCREENER WAS A SATISFACTORY SCREENING TECHNIQUE FOR COLLEGE BECAUSE IT WAS RAPID; SIMPLE TO ADMINISTER; ECONOMICAL; AND DEFENDABLE IN MEASURING THOSE FUNCTIONS CONSIDERED IMPORTANT TO NORMAL VISION. TABLES, GRAPHS, AND A BIBLIOGRAPHY ARE INCLUDED. (LS)

## ED 011 492

RE OOO 110

SOME DIFFERENCES IN ENCODING AND DECODING MESSAGES.

BY- WEAVER, WENDELL W. BICKLEY, A. C.

PUB DATE FEB 67



EDRS PRICE MF-\$0.09 HC-\$0.68 17P.

DESCRIPTORS- \*CLOZE PROCEDURE, \*LANGUAGE RESEARCH, \*READING COMPREHENSION, \*READING RESEARCH, \*TEST RELIABILITY, CAMPBELL COLLEGE, COLLEGE STUDENTS, COMMUNICATION (THOUGHT TRANSFER), NEW YORK CITY, STRUCTURAL ANALYSIS, TRANSLATION,

LANGUAGE ENCODING AND DECODING PROCESSES WERE EXAMINED BY DETERMINING THE ABILITY OF SUBJECTS TO PREDICT OMISSIONS FROM A NATURAL LANGUAGE TEXT WHICH THEY HAD PREVIOUSLY PRODUCED THEMSELVES, AND BY COMPARING THIS PERFORMANCE WITH THAT OF OTHER SUBJECTS TO PREDICT OMISSIONS FROM THESE SAME TEXTS WHICH THE SECOND GROUP READ AT THE TIME OF PRODUCTION. SIXTY-FOUR SOPHOMORES AT CAMPBELL COLLEGE WERE ASSIGNED RANDOMLY TO FOUR CONDITIONS, TWO EXPERIMENTAL AND TWO CONTROL. THE EXPERIMENTAL CONDITIONS WERE ENCODING--A GROUP OF SUBJECTS PRODUCED WRITTEN STORIES IN RESPONSE TO TWO THEMATIC APPERCEPTION TEST (TAT) CARDS, AND DECODING--A GROUP OF SUBJECTS READ PRODUCTIONS OF THE ENCODING GROUP. ONE CONTROL GROUP WAS ASSIGNED THE TASK OF PRODUCING STORIES, AND THIS GROUP (IRRELEVANT ENCODERS-DECODERS) WAS GIVEN THE STORIES OF THE EXPERIMENTAL GROUP TO READ. THE OTHER CONTROL GROUP (NAIVE DECODERS) WAS GIVEN RANDOMLY ASSIGNED TAT STORIES TO READ. THE DEPENDENT VARIABLE WAS CLOZE TESTS. AN ORTHOGONAL COMPARISON OF MEANS WAS USED TO ANALYZE THE DATA. THE ENCODING GROUP HAD A SIGNIFICANTLY HIGHER MEAN SCORE THAN THE DECODING GROUP. THE ENCODING AND DECODING GROUPS HAD SIGNIFICANTLY HIGHER MEAN SCORES THAN THE IRRELEVANT ENCODING-DECODING GROUPS. NAIVE DECODERS WERE SIGNIFICANTLY LOWER THAN ANY OTHER GROUP. THE SIGNAL SYSTEM MAINTAINED VARIABILITY WHEN TRANSMISSION WAS ENTIRELY WITHIN THE ORGANISM. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION CONVENTION (NEW YORK, FEBRUARY 1967). (DR)

## ED 011 493

RE OOO 111

METHODS AND SYSTEMS FOR TEACHING DYSLERIC PUPILS.

BY- DOTEI, MORTON

PUB DATE 19 NOV 66

EDRS PRICE MF-\$0.09 HC-\$0.96 24P.

DESCRIPTORS- \*DEVELOPMENTAL READING, \*DYSLLEXIA, \*INSTRUCTIONAL PROGRAMS, \*READING ACHIEVEMENT, \*READING RESEARCH, DOTEI READING INVENTORY, ELEMENTARY GRADES, PHILADELPHIA, RETARDED READERS, SCHOOL ORIENTATION, SPECIAL SERVICES, TEACHING METHODS,

THE READING AND SPELLING PERFORMANCES OF PUPILS ATTENDING A PROGRAM IN READING WERE STUDIED TO DISCOVER WHICH READING METHODS OR COMBINATIONS OF METHODS WERE SUPERIOR FOR DYSLERICS IN CLINICAL AND CLASSROOM SITUATIONS AND WHICH METHODS WERE APPROPRIATE FOR DYSLERIC AND NORMAL PUPILS WITH MINOR READING DISABILITIES. THE SUBJECTS WERE 722 PUPILS IN GRADES 2 THROUGH 6 IN THE PENNBRIDGE SCHOOL IN BUCKS COUNTY, PENNSYLVANIA. SEMIRURAL, WHITE, MIDDLE-CLASS CHILDREN, WITH AN AVERAGE INTELLIGENCE OF 106 AS MEASURED BY A GROUP TEST IN KINDERGARTEN OR FIRST GRADE ATTEND THE SCHOOL. SPECIAL SMALL-GROUP INSTRUCTION IS PROVIDED FOR THE LOWEST 10 PERCENT OF THE PUPILS IN THE SUMMER. AN OPPORTUNITY CLASS IS CONDUCTED FOR SLOW LEARNERS. TESTS ADMINISTERED WERE THE DOTEI READING INVENTORY AND THE READING AND SPELLING TESTS OF THE SCIENCE RESEARCH ASSOCIATES BATTERY. DATA WERE ANALYZED

BY READING LEVELS, GRADE EQUIVALENT SCORES, AND EXPECTED AND ACHIEVED MEDIAN SCORES. THE AVERAGE RANGE WAS SIX TO SEVEN LEVELS OF PUPIL PERFORMANCE AT EACH GRADE LEVEL. BY FIFTH GRADE, THERE WERE NO PUPILS READING AS LOW AS BEGINNING SECOND-READER LEVEL. BY SIXTH GRADE, NONE WERE READING AS LOW AS BEGINNING THIRD-READER LEVEL. THE AUTHOR SUGGESTS THAT DYSLLEXIA CAN BE ANTICIPATED AND MINIMIZED WITHIN A GOOD DEVELOPMENTAL READING PROGRAM. A DESCRIPTION OF THE INSTRUCTIONAL PROGRAM, REFERENCES, AND TABLES IS PROVIDED. THIS RESEARCH REPORT WAS DELIVERED AT THE NATIONAL CONFERENCE ON DYSLLEXIA (PHILADELPHIA, NOVEMBER 19, 1966). (DR)

## ED 011 494

RE OOO 112

ESTABLISHING A READING CENTER, A HANDBOOK ON REMEDIAL AND CORRECTIVE READING INSTRUCTION.

BY- RUSSELL, EARL V. THOMPSON, CHARLES L.

NORTH CAROLINA ADVANCEMENT SCHOOL, WINSTON-SALEM

PUB DATE

66

EDRS PRICE MF-\$0.18 HC-\$3.68 92P.

DESCRIPTORS- \*READING CENTERS, \*READING IMPROVEMENT, \*READING INSTRUCTION, \*READING MATERIALS, \*REMEDIAL READING, ADMINISTRATION, CONCEPT TEACHING, DIAGNOSTIC TESTS (EDUCATION), INSERVICE TEACHER EDUCATION, INSTRUCTIONAL AIDS, NORTH CAROLINA ADVANCEMENT SCHOOL, READING TESTS, WINSTON SALEM,

THE METHODS AND MATERIALS USED BY THE NORTH CAROLINA ADVANCEMENT SCHOOL FOR TEACHING REMEDIAL AND CORRECTIVE READING TO UNDERACHIEVING EIGHTH-GRADE BOYS ARE DESCRIBED. THE AUTHORS BELIEVE THE PATTERN OF DIAGNOSIS, GROUPING, INSTRUCTION, ASSESSMENT, AND REGROUPING IS CENTRAL TO DETERMINING THE CAUSES OF POOR ACADEMIC PERFORMANCE AMONG STUDENTS OF NORMAL OR SUPERIOR INTELLIGENCE. SOME OF THE AREAS DISCUSSED ARE PRINCIPLES OF CORRECTIVE AND REMEDIAL INSTRUCTION, SUGGESTIONS ON ADMINISTRATIVE PROCEDURE IN ESTABLISHING A READING CENTER, DIAGNOSIS, GROUPING, WHAT TO TEACH, THE LESSON PLAN, SPECIAL TEACHING TECHNIQUES (SUCH AS ALLOWING STUDENTS TO TEACH AND PURPOSEFULLY MAKING MISTAKES), AND THE COSTS OF A READING CENTER. APPENDICES PROVIDE INFORMATION ON READING ACHIEVEMENT TESTS, BASAL READING SERIES AND ADDITIONAL READING MATERIALS, SKILLS-GRADE LEVEL CHART, SPECIAL READING SKILLS FOR EACH ACADEMIC AREA, PACKAGED MATERIALS, INTEREST INVENTORY EQUIPMENT, SAMPLE LESSON PLANS, THE ROLES OF THE PARTICIPANTS IN A REMEDIAL READING PROGRAM, AND IMPORTANT BOOKS ON READING INSTRUCTION. (RH)

## ED 011 495

RE OOO 113

CURRICULUM GUIDE IN READING. DEVELOPMENTAL READING, GRADES 1-8.

BY- FAY, LEO C. AND OTHERS

INDIANA STATE DEPT. PUBLIC INSTR., INDIANAPOLIS

PUB DATE

66

EDRS PRICE MF-\$0.27 HC-\$3.76 144P.

DESCRIPTORS- \*CURRICULUM GUIDES, \*DEVELOPMENTAL READING, \*ELEMENTARY GRADES, \*READING PROGRAMS, \*RESOURCE MATERIALS, ADMINISTRATIVE ORGANIZATION, COURSE ORGANIZATION, EDUCATIONAL OBJECTIVES, INDIANAPOLIS, PARENT PARTICIPATION, PROGRAM EVALUATION, READING INSTRUCTION, READING MATERIALS, READING SKILLS, READING TESTS, TEACHER EDUCATION.

A CURRICULUM GUIDE FOR DEVELOPMENTAL READING, GRADES 1 TO 8, WAS PREPARED BY THE STATE COMMITTEE ON READING, INDIANA DEPARTMENT OF PUBLIC INSTRUCTION. SIX MAJOR AREAS ARE DISCUSSED--(1) PHILOSOPHY, OBJECTIVES, AND CHARACTERISTICS OF A GOOD READING PROGRAM, (2) ORGANIZING A TOTAL READING PROGRAM, (3) ORGANIZING FOR CLASSROOM INSTRUCTION, (4) TEACHING ACTIVITIES TO DEVELOP SPECIFIC SKILLS, (5) EVALUATING THE READING PROGRAM IN THE TOTAL SCHOOL SYSTEM, AND (6) IMPROVING THE READING PROGRAM. ALL ASPECTS OF THE READING PROGRAM FROM PUPIL GROWTH AND DEVELOPMENT TO TEACHING TECHNIQUES AND TRAINING, ADMINISTRATION OF THE READING PROGRAM, AND INVOLVEMENT OF PARENTS ARE EXPLORED. SPECIFIC SUGGESTIONS FOR TEACHING INCLUDE SAMPLE LESSONS, SELF-ANALYSIS CHECK LISTS, PROGRAM EVALUATION CHECKLISTS, AND LISTS OF SKILLS AND ATTITUDES AND AIDS IN STUDYING. A PROFESSIONAL BIBLIOGRAPHY FOR READING TEACHERS PROVIDES EXTENSIVE LISTS OF MATERIALS AND EQUIPMENT, SELECTED READING TESTS, AND PUBLISHERS' ADDRESSES. (LS)

ED 011 496

RE OOD 114

CURRICULUM GUIDE IN READING. REMEDIAL READING, GRADES 3-12.

BY- FAY, LEO C. AND OTHERS

INDIANA STATE DEPT. PUBLIC INSTR., INDIANAPOLIS

PUB DATE

65

EDRS PRICE MF-\$0.10 HC-\$4.56 114P.

DESCRIPTORS- \*CURRICULUM GUIDES, \*READING PROGRAMS, \*REMEDIAL READING, \*RESOURCE MATERIALS, \*SECONDARY SCHOOLS, DIAGNOSTIC TESTS (EDUCATION), ELEMENTARY SCHOOLS, INDEPENDENT READING, INDIANAPOLIS, PROGRAM EVALUATION, READING COMPREHENSION, READING INSTRUCTION, READING SKILLS, READING TESTS, STUDY SKILLS, WORD RECOGNITION,

A CURRICULUM GUIDE TO REMEDIAL READING FOR GRADES 3-12 PREPARED BY THE INDIANA STATE COMMITTEE ON READING IS PRESENTED. EIGHT MAJOR AREAS ARE DISCUSSED IN THE GUIDE--(1) THE PURPOSE OF THE REMEDIAL PROGRAM AND ITS RELATIONSHIP TO OTHER PROGRAMS, (2) THE ORGANIZATION OF THE SUMMER REMEDIAL READING PROGRAM, (3) THE DIAGNOSTIC PROCEDURES IN REMEDIAL READING, (4) REMEDIAL READING INSTRUCTION, (5) WORD ATTACK SKILLS, (6) COMPREHENSION AND LEISURE READING, (7) STUDY SKILLS AND CONTENT READING, AND (8) EVALUATION, REPORTING, AND FOLLOWUP OF THE REMEDIAL PROGRAM. SAMPLE LESSONS, CHECKLISTS, INFORMAL TESTS, AND SPECIFIC SUGGESTIONS FOR TEACHING ARE INCLUDED. A SELECTED BIBLIOGRAPHY PROVIDES BACKGROUND IN THE PHILOSOPHICAL AND RESEARCH FOUNDATIONS OF THE READING PROCESS AND READING INSTRUCTION, READING MATERIALS AND EQUIPMENT FOR GRADES 1-12, STANDARDIZED TESTS, SUGGESTED FORMS TO BE USED IN A READING PROGRAM, AND PUBLISHERS' ADDRESSES. (LS)

ED 011 497

RE OOD 110

THE USE OF STANDARDIZED TESTS IN EVALUATING A METHOD OF TEACHING READING.

BY- HANSON, JOSEPH T.

PUB DATE

FEB 67

EDRS PRICE MF-\$0.09 HC-\$0.44 11P.

DESCRIPTORS- \*EVALUATION, \*INSTRUCTIONAL MATERIALS, \*READING ACHIEVEMENT, \*READING RESEARCH, \*SEX DIFFERENCES, NEW YORK CITY, PASADENA, PHONOVISUAL READING METHOD, PRIMARY GRADES, READING COMPREHENSION, READING IMPROVEMENT, READING

INSTRUCTION, SPELLING, TEACHING METHODS, VOCABULARY.

SEX DIFFERENCES IN READING ACHIEVEMENT AND THE EFFECTIVENESS OF THE PHONOVISUAL METHOD OF READING INSTRUCTION IN GRADES 1 TO 3 WHEN USED AS A SUPPLEMENT TO THE STATE-ADOPTED CO-BASAL READING SERIES WERE STUDIED IN TWO ELEMENTARY SCHOOLS IN PASADENA, CALIFORNIA. SUBJECTS IN THE EXPERIMENTAL SCHOOL (60 IN GRADE 1, 68 IN GRADE 2, 54 IN GRADE 3) WERE MATCHED WITH CONTROL SCHOOL SUBJECTS ON THE BASIS OF CHRONOLOGICAL AGE, SEX, AND SCHOLASTIC APTITUDE AS MEASURED BY THE METROPOLITAN READINESS TESTS, CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY, AND THE LORGE-THORNDIKE INTELLIGENCE TESTS. EXPERIMENTAL SUBJECTS WERE GIVEN DAILY INSTRUCTION BY THE PHONOVISUAL METHOD 100 MINUTES PER WEEK WHILE CONTROL SUBJECTS WERE GIVEN AN EQUIVALENT AMOUNT OF INSTRUCTION WITH OTHER SUPPLEMENTARY MATERIALS. ACHIEVEMENT WAS TESTED BY THE CALIFORNIA READING TEST AND CALIFORNIA ACHIEVEMENT TESTS, READING AND SPELLING. MEAN TEST SCORES OF THE EXPERIMENTAL GROUP WERE FOUND TO BE SIGNIFICANTLY HIGHER AT THE .01 LEVEL OF ALL TESTS IN ALL GRADES EXCEPT SPELLING IN GRADE 3, WHICH WAS SIGNIFICANT AT THE .05 LEVEL. GIRLS' ACHIEVEMENT WAS FOUND TO BE HIGHER THAN BOYS' EXCEPT IN GRADE 3 OF THE EXPERIMENTAL GROUP. THE AUTHOR CONCLUDED THAT THE ADDITIONAL PHONICS INSTRUCTION WITH THE PHONOVISUAL METHOD INCREASED READING AND SPELLING ACHIEVEMENT. THIS PAPER WAS READ AT THE ANNUAL MEETING OF THE NATIONAL COUNCIL ON MEASUREMENT IN EDUCATION (NEW YORK, FEBRUARY 1967). (LS)

ED 011 498

RE OOD 110

AN EVALUATION OF THE PHONOVISUAL METHOD, GRADES 1-3. PASADENA CITY UNIFIED SCHOOL DISTRICT, CALIF.

REPORT NUMBER ER-7

PUB DATE

SEP 65

EDRS PRICE MF-\$0.09 HC-\$1.24 31P.

DESCRIPTORS- \*EVALUATION, \*INSTRUCTIONAL MATERIALS, \*READING ACHIEVEMENT, \*READING RESEARCH, \*SEX DIFFERENCES, PASADENA, PHONOVISUAL READING METHOD, PRIMARY GRADES, READING COMPREHENSION, READING IMPROVEMENT, READING INSTRUCTION, SPELLING, VOCABULARY.

THE ACHIEVEMENT TEST PERFORMANCES OF TWO GROUPS OF CHILDREN FOR GRADES 1, 2, AND 3 IN TWO PASADENA, CALIFORNIA, SCHOOLS WERE COMPARED TO EVALUATE THE EFFECTIVENESS OF A 3-YEAR EXPERIMENTAL PROGRAM USING THE PHONOVISUAL METHOD OF READING INSTRUCTION. PUPILS WERE MATCHED ON SEX, IQ, AND CHRONOLOGICAL AGE. DIFFERENCES OBSERVED BETWEEN THE MEAN SCORES OF GROUPS AT EACH GRADE LEVEL AND FOR EACH SEX WITHIN THE RESPECTIVE GROUPS ON ACHIEVEMENT TESTS IN READING VOCABULARY, READING COMPREHENSION, AND SPELLING WERE ANALYZED. CORRELATION ANALYSES WERE MADE BETWEEN THE SCORES OBTAINED IN SEPTEMBER BY THE FIRST-GRADE CHILDREN ON A MEASURE OF LEARNING READINESS AND END-OF-YEAR READING TEST SCORES. CHILDREN IN THE EXPERIMENTAL SCHOOL WERE FOUND TO BE SUPERIOR TO THEIR COUNTERPARTS IN THE CONTROL SCHOOL IN EACH ANALYSIS OF TEST PERFORMANCE. ALTHOUGH THE GIRLS' PERFORMANCE WAS GENERALLY SUPERIOR TO THE BOYS', BOYS EXPOSED TO THE PHONOVISUAL METHOD WERE AIDED SUBSTANTIALLY IN ACHIEVING HIGHER LEVELS OF PROFICIENCY IN READING SKILLS. A DETAILED ANALYSIS OF DATA IS INCLUDED IN THE REPORT. (LS)

## ED 011 499

RE ODD 123

INDIVIDUALIZED READING PROGRAM FOR ELEMENTARY GRADES.  
BY- NICHOLS, MARGUERITE AND OTHERS  
COLORADO WESTERN STATES SMALL SCHOOLS PROJ., DENVER  
COLORADO STATE DEPT. OF EDUCATION, DENVER

PUB DATE 84

EDRS PRICE MF-\$0.09 HC-\$1.84 46P.

DESCRIPTORS- \*ELEMENTARY GRADES, \*INDIVIDUALIZED PROGRAMS, \*READING INSTRUCTION, \*RURAL SCHOOLS, COURSE ORGANIZATION, DENVER, INDIVIDUAL READING, PROGRAM EVALUATION, READING ACHIEVEMENT, READING MATERIALS, SCIENCE RESEARCH ASSOCIATES (SRA) READING LABS, STUDENT EVALUATION, TEACHER ATTITUDES, TEACHING METHODS, TEACHING TECHNIQUES, TEST RESULTS, WESTERN STATES SMALL SCHOOLS PROJECT.

AN INDIVIDUALIZED READING PROGRAM FOR GRADES 2, 4, AND 5 WAS INITIATED AT PLATEAU VALLEY SCHOOL IN COLLBRAN, COLORADO, IN AN EFFORT TO RAISE THE ACHIEVEMENT LEVEL OF CULTURALLY DISADVANTAGED YOUTH IN RURAL AREAS. THE PROGRAM AT EACH GRADE LEVEL IS DESCRIBED IN TERMS OF THE METHODS USED TO GATHER PRELIMINARY DATA, IN THE SELECTION AND USE OF MATERIALS, IN PLANNING AND CONDUCTING CLASS ACTIVITIES, IN TRYING NEW METHODS AND TECHNIQUES, AND IN EVALUATING THE RESULTS. EXAMPLES OF PUPIL READING RECORD BOOKS, TESTS, READING INVENTORIES, READING PROFILES, CLASS-SHARING IDEAS, QUESTIONS USED WITH INDEPENDENT READING, AND BOOK REVIEW FORMS ARE INCLUDED. USES OF THE SCIENCE RESEARCH ASSOCIATES (SRA) READING LABS, WEEKLY READER, AND BASAL READER MATERIALS ARE DESCRIBED. THE PROGRAM WAS EVALUATED ON THE BASIS OF (1) STUDENT ACHIEVEMENT ON THE SRA ACHIEVEMENT TESTS, SCOTT FORESMAN TESTS, IOWA TESTS OF BASIC SKILLS, WEEKLY READER TESTS, AND ANECDOTAL RECORDS AND STUDENT BEHAVIOR CHANGES, (2) TEACHER CHANGES IN METHODS OF TEACHING AND ATTITUDES TOWARD JOB AND INTEREST OF NONPROJECT TEACHERS, AND (3) EFFECTS ON SCHOOL AND COMMUNITY AS INDICATED BY CHANGES IN SCHOOL OPERATIONS AND COMMUNITY INVOLVEMENT, ACCEPTANCE, AND INTEREST. TEST SCORES FOR THE THREE CLASSES ARE GIVEN. (LS)

## ED 011 500

RE ODD 124

READING PROBLEMS--DIAGNOSIS AND INSTRUCTION, DESIGN FOR DEVELOPING COLORADO READING PROGRAMS, INVITATIONAL READING WORK CONFERENCE (DENVER, FEBRUARY 20-23, 1966).

BY- ROTH, LOIS M. AND OTHERS  
COLORADO STATE DEPT. OF EDUCATION, DENVER

PUB DATE MAR 66

EDRS PRICE MF-\$0.09 HC-\$1.28 32P.

DESCRIPTORS- \*CURRICULUM GUIDES, \*READING PROCESSES, \*READING PROGRAMS, \*REMEDIATION, \*STUDENT EVALUATION, ADMINISTRATOR ROLE, DENVER, READING ABILITY, READING CONSULTANTS, READING FAILURE, READING INSTRUCTION, TEACHER ROLE.

THE RESULTS OF A READING WORK CONFERENCE HELD IN DENVER, COLORADO, IN FEBRUARY 1966, TO DEVELOP GUIDELINES FOR PLANNING AND IMPLEMENTING DIAGNOSTIC READING PROGRAMS, ARE PRESENTED. TOPICS DISCUSSED INCLUDE A DEFINITION OF READING, THE PROCESSES OF READING, THE ROLES OF THE TEACHER, READING CONSULTANT, AND PRINCIPAL, THE RESPONSIBILITY OF THE SCHOOL, PATTERNS OF SUCCESS IN READING CLASSROOM OBSERVATIONS OF PUPILS, THE CAUSES OF READING PROBLEMS, SPECIAL DIAGNOSTIC

STUDY, AND RECOMMENDATIONS FOR TEACHERS. CHECKLIST RECORDS OF CLASSROOM OBSERVATION OF PUPILS' READING DURING ORAL REPORTS, ORAL READING AND GROUP INSTRUCTION PERIODS, DRAMATIZATION OF STORIES, SILENT READING SITUATION, AND LISTENING TO A STORY READ ALOUD ARE INCLUDED IN ADDITION TO A SCHOOL RECORD DATA SHEET AND A TEACHER REPORT OF OBSERVATIONS. CONFERENCE PARTICIPANTS ARE LISTED ALONG WITH A SELECTED BIBLIOGRAPHY ON THE TEACHING OF READING. (LS)

## ED 011 501

RE ODD 125

DEVELOPING THE MATURE READER, PROCEEDINGS OF THE ANNUAL FALL CONFERENCE OF THE PORTLAND, OREGON COUNCIL OF THE INTERNATIONAL READING ASSOCIATION (PORTLAND, OCTOBER 8, 1966).

BY- BROWN, JUDITH AND OTHERS  
INTERNATIONAL READING ASSN., PORTLAND, OREG.

PUB DATE 8 OCT 66

EDRS PRICE MF-\$0.18 HC-\$4.64 116P.

DESCRIPTORS- \*READING DEVELOPMENT, \*READING PROGRAMS, \*REMEDIATION, \*TEACHING TECHNIQUES, DEVELOPMENTAL READING, DISADVANTAGED YOUTH, ELEMENTARY GRADES, HIGH SCHOOLS, LANGUAGE HANDICAPS, LINGUISTICS, PORTLAND, READING INSTRUCTION, READING MATERIALS, READING READINESS, READING RESEARCH, TEACHER ROLE.

THE PROCEEDINGS OF THE 1966 ANNUAL FALL CONFERENCE OF THE PORTLAND, OREGON, COUNCIL OF THE INTERNATIONAL READING ASSOCIATION, INCLUDED TWO ADDRESSES BY DR. MORTON BOTEL AND 27 DISCUSSION SESSIONS CENTERED AROUND THE THEME "DEVELOPING THE MATURE READER." BOTEL'S ADDRESSES FOCUSED ON THE DEFINITION OF A MATURE READER, THE ROLE OF THE TEACHER IN DEVELOPING READING MATURITY, AND THE NECESSITY OF TEACHER KNOWLEDGE OF LINGUISTICS IN TEACHING READING. DISCUSSION SESSIONS WERE ORGANIZED FOR FIVE GENERAL AREAS--(1) PRESCHOOL AND PRIMARY--INITIAL TEACHING ALPHABET, MAKING READING FUN, LANGUAGE-EXPERIENCE APPROACH, THE NEW EDWARDS READING APPROACH, TABLE TOYS IN PRESCHOOL, KINDERGARTEN AND READINESS, ECONOMIC UNDERSTANDINGS FOR CHILDREN, AND PERCEPTUAL-MOTOR DEVELOPMENT AND READINESS (2) INTERMEDIATE--CREATIVE READING, NONGRADED LANGUAGE ARTS PROGRAM, USING THE SCHOOL LIBRARY, AND THE DISADVANTAGED CHILD, (3) HIGH SCHOOL AND ADULT--EFFECTIVE READING, THE LAY TEACHER OF READING, FASTER READING, AND READING AND THE WAR ON POVERTY, (4) CORRECTIVE AND REMEDIAL TECHNIQUES--DEVELOPMENT OF LANGUAGE SKILLS, PSYCHOLOGICAL TESTS, PROSTIG'S VISUAL DEVELOPMENT PROGRAM, THE ROLE OF THE DIAGNOSTICIAN AND CLASSROOM CONSULTANT, DRAW-A-PERSON TECHNIQUES, PRACTICES AND TRENDS IN REMEDIAL EDUCATION, AND THE GILLINGHAM METHOD, AND (5) RESEARCH AND FIELD STUDIES--REMEDIATION CLASSES IN JUNIOR HIGH, SCHOOL READINESS, EACH ONE TEACH ONE, AND THE JOB CORPS. REFERENCE LISTS ARE INCLUDED. (LS)

## ED 011 502

RE ODD 127

TEACHING READING IN THE ELEMENTARY SCHOOL--PHONIC AND OTHER WORD PERCEPTION SKILLS.

BY- ROMER, ROBERT D.  
LOS ANGELES CITY SCHOOLS, CALIF.  
REPORT NUMBER INSTR-BULL-EC-110  
EDRS PRICE MF-\$0.27 HC-\$5.16 129P.

PUB DATE 86



DESCRIPTORS- #ELEMENTARY GRADES, #PHONETIC ANALYSIS, #SEQUENTIAL READING PROGRAMS, #STRUCTURAL ANALYSIS, #TEACHING GUIDES, INSTRUCTIONAL AIDS, LOS ANGELES, PHONICS, READING INSTRUCTION, READING SKILLS, SEQUENTIAL LEARNING, STUDENT EVALUATION, TEACHING METHODS, TEACHING PROCEDURES, WORD RECOGNITION,

A GUIDE FOR TEACHING PHONIC AND STRUCTURAL ANALYSIS AND OTHER WORD PERCEPTION SKILLS AT THE PRIMER LEVEL THROUGH GRADE 6 PROVIDES DEFINITIONS, EXAMPLES, AND SUGGESTIONS FOR THE TEACHER. INFORMATION IS PRESENTED WITHIN SIX CATEGORIES--(1) THE TOTAL READING PROGRAM, EMPHASIZING WORD PERCEPTION SKILLS AND TECHNIQUES, LANGUAGE UNDERSTANDINGS, READINESS, BASIC VOCABULARY, THE TEACHER'S ROLE, AND A BALANCED PROGRAM, (2) PHONIC AND STRUCTURAL ANALYSIS, INCLUDING DEFINITIONS OF RELATED TERMS, (3) SUGGESTED SEQUENTIAL DEVELOPMENT OF PHONIC AND STRUCTURAL ANALYSIS IN CHART FORM, (4) SUGGESTED SEQUENTIAL DEVELOPMENT OF WORD RECOGNITION SKILLS AND GENERALIZATIONS WITH EMPHASIS ON LEVEL OF INTRODUCTION, (5) SUGGESTIONS FOR INTRODUCING LEARNING EXPERIENCES AND ADDITIONAL ACTIVITIES FOR RHYMING WORDS, INITIAL CONSONANTS, FINAL CONSONANTS, CONSONANT DIGRAPHS AND BLENDS, LONG VOWEL SOUNDS, VOWEL DIGRAPHS AND VARIANT SOUNDS, AND WORD STRUCTURE, AND (6) CHECK SHEETS FOR EVALUATION OF PUPIL PROGRESS FROM PRIMER LEVEL THROUGH GRADE 6 LEVEL. (LS)

ED 011 503

RE 000 120

INVENTORY OF PROJECTS AND ACTIVITIES IN READING AND ENGLISH, NUMBER 2.

BY- HAYES, ALFRED S. GREN, EDWARD  
CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.

PUB DATE MAY 67

EDRS PRICE MF-\$0.10 HC-\$2.00 72P.

DESCRIPTORS- #ENGLISH, #INFORMATION DISSEMINATION, #READING RESEARCH, #RESEARCH PROJECTS, AUDIOVISUAL AIDS, CURRICULUM RESEARCH, DISTRICT OF COLUMBIA, ERIC CLEARINGHOUSE, INSTRUCTIONAL MATERIALS, LANGUAGE ARTS, LINGUISTICS, NONSTANDARD DIALECTS, TESTS,

ONE HUNDRED THIRTY-FIVE PROJECTS IN THE UNITED STATES AND GREAT BRITAIN ARE DESCRIBED IN THE SECOND ISSUE OF THE INVENTORY OF PROJECTS AND ACTIVITIES IN READING AND ENGLISH, MAY 1967. SIX TYPES OF RESEARCH AND APPLICATION ACTIVITIES ARE INCLUDED--(1) ACTION PROGRAMS EXPLOITING ADVANCES IN LINGUISTIC SCIENCE AND RELATED FIELDS, (2) PROJECTS AND ACTIVITIES EXPLORING WAYS OF HANDLING THE SPECIAL LANGUAGE PROBLEMS OF SPEAKERS OF NONSTANDARD VARIETIES OF ENGLISH, (3) SCHOOL-BASED COMPARATIVE EXPERIMENTS, (4) STUDIES OF LANGUAGE ARTS AND ENGLISH CURRICULUMS DESIGNED TO PROMOTE MODIFICATION OR REVISION, (5) PROJECTS TO PREPARE NEW TEACHING MATERIALS AND TESTS, AND (6) PROJECTS TO EXPLOIT AUDIOVISUAL AIDS. PROJECT DESCRIPTIONS ARE ORGANIZED ACCORDING TO THE STATE OR COUNTRY OF INITIATION AND THE LEVEL OF INSTRUCTION (ELEMENTARY, SECONDARY, OR ADULT). A TOPICAL INDEX, AN ALPHABETICAL LISTING OF RESEARCHERS, AND A TENTH (TEACHING ENGLISH AS A NATIVE LANGUAGE) DIRECTORY OF INFORMATION SOURCES IN THE UNITED STATES AND GREAT BRITAIN ARE INCLUDED. (LS)

ED 011 504

RE 000 333

INVENTORY OF PROJECTS AND ACTIVITIES IN READING AND ENGLISH.

BY- HAYES, ALFRED S. AND OTHERS

CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.

REPORT NUMBER NO-1

PUB DATE FEB 66

EDRS PRICE MF-\$0.10 HC-\$2.50 64P.

DESCRIPTORS- #INSTRUCTIONAL IMPROVEMENT, #LANGUAGE ARTS, #LANGUAGE RESEARCH, #LINGUISTICS, #READING RESEARCH, AUDIOVISUAL AIDS, COLLEGE STUDENTS, DISTRICT OF COLUMBIA, ENGLISH CURRICULUM, GRADE 1, GRADE 10, GRADE 11, GRADE 12, GRADE 2, GRADE 3, GRADE 4, GRADE 5, GRADE 6, GRADE 7, GRADE 8, GRADE 9, LANGUAGE PROBLEMS, MATERIAL DEVELOPMENT, NEGRO DIALECTS, NONSTANDARD ENGLISH, TEACHING MATERIALS, TEST CONSTRUCTION,

PROGRAMS, PROJECTS, AND ACTIVITIES DESIGNED TO EVALUATE AND TO IMPROVE THE TEACHING OF READING AND ENGLISH IN SCHOOLS AND COLLEGES ARE DESCRIBED BRIEFLY. THE DESCRIPTIONS OF PROGRAMS ARE ARRANGED BY STATE AND BY LEVEL OF INSTRUCTION. THE NAMES AND AFFILIATIONS OF RESPONSIBLE PERSONNEL ARE INDICATED CLEARLY. THE INVENTORY INCLUDES INFORMATION ON THE FOLLOWING KINDS OF ACTIVITIES--(1) ACTION PROGRAMS TO EXPLOIT ADVANCES IN LINGUISTIC SCIENCE AND RELATED FIELDS, (2) PROJECTS AND ACTIVITIES TO EXPLORE WAYS OF HANDLING THE SPECIAL LANGUAGE PROBLEMS OF SPEAKERS OF NONSTANDARD VARIETIES OF ENGLISH, (3) SCHOOL-BASED COMPARATIVE EXPERIMENTS, (4) STUDIES OF LANGUAGE ARTS AND ENGLISH CURRICULA WITH A VIEW TO MODIFICATION OR REVISION, (5) PROJECTS TO PREPARE NEW TEACHING MATERIALS AND/OR TESTS, (6) PROJECTS TO EXPLOIT AUDIOVISUAL AIDS, AND (7) SCHOLARLY RESEARCH DIRECTLY RELATED TO ANY OF THE ABOVE. PROJECTS INCLUDED WERE NOT COMPLETED PRIOR TO AUGUST 1965. (RM)

ED 011 505

RE 000 013

EIGHTH-GRADE EARTH SCIENCE. TEXTBOOK READABILITY AND OTHER FACTORS WHICH COULD INFLUENCE THE SUCCESS OF THE EIGHTH-GRADE EARTH SCIENCE COURSE IN THE TEXAS PUBLIC SCHOOLS.

BY- KLINE, LOREN E., JR.

EAST TEXAS STATE UNIV., COMMERCE

PUB DATE AUG 66

EDRS PRICE MF-\$0.45 HC-\$11.10 270P.

DESCRIPTORS- #EARTH SCIENCE, #EVALUATION, #GRADE 8, #SECONDARY SCHOOL SCIENCE, COMMERCE, EARTH SCIENCE CURRICULUM PROJECT, READABILITY, SCIENCE EQUIPMENT, SCIENCE FACILITIES, TEACHER EDUCATION, TEXAS EDUCATION AGENCY.

THE PURPOSE OF THIS STUDY WAS (1) TO DETERMINE THE READING DIFFICULTY OF THE EIGHTH-GRADE SCIENCE TEXTBOOKS ADOPTED FOR USE IN TEXAS PUBLIC SCHOOLS AND (2) TO DETERMINE THE ADEQUACY OF TEACHER PREPARATION, EQUIPMENT, AND SCHOOL FACILITIES FOR PRESENTING A COURSE IN EARTH SCIENCE BASED UPON THE TEXTBOOKS ADOPTED IN 1964. DATA FOR THE READABILITY STUDY INCLUDED DIFFICULTY DETERMINATIONS OBTAINED THROUGH USE OF THE DALE-CHALL FORMULA. DATA CONCERNING TEACHER PREPARATION AND EQUIPMENT FOR TEACHING EARTH SCIENCE WERE OBTAINED THROUGH THE USE OF QUESTIONNAIRES FROM 491 PARTICIPATING JUNIOR HIGH SCHOOL AND ELEMENTARY TEACHERS. THE WRITER FELT THAT NONE OF THE EARTH SCIENCE TEXTBOOKS EXAMINED IN THE STUDY WERE FOUND SUITABLE FOR EIGHTH-GRADE SCIENCE CLASSES. OF THE 491 TEACHERS RESPONDING TO THE QUESTIONNAIRE,



ONLY 4.5 PERCENT MET THE MINIMUM STANDARDS OF ACADEMIC PREPARATION SUGGESTED BY THE EARTH SCIENCE CURRICULUM PROJECT. MOST SCHOOLS HAD LESS THAN 50 PERCENT OF THE EARTH SCIENCE EQUIPMENT SUGGESTED IN THE ADOPTED TEXTBOOKS. (AG)

## ED 011 506

SE 000 065

BSCS BIOLOGY--IMPLEMENTATION IN THE SCHOOLS.

BY- GROBMAN, ARNOLD B. AND OTHERS

BIOLOGICAL SCIENCES CURRICULUM STUDY, BOULDER, COLO.

REPORT NUMBER BSCS-BULL-3

PUB DATE JUN 64

EDRS PRICE MF-\$0.10 HC-\$4.10 104P.

DESCRIPTORS- \*BIOLOGY, \*CURRICULUM DEVELOPMENT, \*SCIENCE EQUIPMENT, \*SCIENCE FACILITIES, \*SECONDARY SCHOOL SCIENCE, BIOLOGICAL SCIENCE CURRICULUM STUDY (BSCS), BOULDER, NATIONAL DEFENSE EDUCATION ACT, SCIENCE COURSE IMPROVEMENT PROJECT, SCIENCE MATERIALS,

INFORMATION FOR TEACHERS AND PRINCIPALS IMPLEMENTING BIOLOGICAL SCIENCE CURRICULUM STUDY (BSCS) BIOLOGY IN THE SCHOOL PROGRAM IS INCLUDED IN THIS GUIDE. THE RATIONALE AND CONTENT OF THE BSCS VERSIONS ARE EXPLAINED. PHYSICAL FACILITIES, LABORATORY EQUIPMENT, AND LABORATORY MATERIALS THAT FACILITATE TEACHING BSCS BIOLOGY ARE ANALYZED. ADMINISTRATIVE PROCEDURES AND ARRANGEMENTS FOR IMPLEMENTING BSCS BIOLOGY ARE PRESENTED. (AG)

## ED 011 507

SE 000 493

EDUCATION AND THE SPIRIT OF SCIENCE.

BY- COREY, ARTHUR F. AND OTHERS

NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$1.35 34P.

DESCRIPTORS- \*EDUCATIONAL OBJECTIVES, \*SCIENCE EDUCATION, DISTRICT OF COLUMBIA, EDUCATIONAL POLICIES COMMISSION, NATIONAL DEFENSE EDUCATION ACT, SOCIOECONOMIC INFLUENCES,

THE EDUCATIONAL POLICIES COMMISSION REPORTED IN ITS POSITION PAPER THAT A MAJOR OBJECTIVE OF OUR SCHOOLS SHOULD BE TO DEVELOP THE SPIRIT OF SCIENCE IN STUDENTS. SUCH A SPIRIT OF RATIONAL INQUIRY SHOULD INCLUDE SUCH VALUES AS (1) A DESIRE TO KNOW AND UNDERSTAND, (2) QUESTIONING OF ALL THINGS, (3) SEARCH FOR DATA AND THEIR MEANING, (4) DEMAND FOR VERIFICATION, (5) CONSIDERATION OF PREMISES, AND (6) CONSIDERATION OF CONSEQUENCES. THESE VALUES CAN BE LEARNED IN CONNECTION WITH MANY KINDS OF INTELLECTUAL ACTIVITY. POTENTIAL BENEFITS TO A SOCIETY WHICH PLACES EMPHASIS ON THESE VALUES INCLUDE HIGHER STANDARDS OF LIVING AND GREATER PERSONAL FREEDOM. SUCH A COMMON SYSTEM OF VALUES MIGHT PROVIDE THE BASIS FOR STRENGTHENED INTERNATIONAL LEGAL AND POLITICAL ORDER, AND PROMOTE INTERNATIONAL STABILITY AND PROGRESS. THIS DOCUMENT IS ALSO AVAILABLE FROM THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, \$1.25 FOR A CLOTHBOUND EDITION AND \$0.35 FOR A PAPER BOUND EDITION. (AG)

## ED 011 508

SE 000 603

A SURVEY OF THE TEACHING OF PHYSICS AT UNIVERSITIES.

UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULT. ORG

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- \*COLLEGE SCIENCE, \*COMPARATIVE EDUCATION, \*PHYSICS, \*SCIENCE EDUCATION, \*SCIENCE TEACHING, CZECHOSLOVAKIA, FEDERAL REPUBLIC OF GERMANY, FRANCE, HIGHER EDUCATION, INSTRUCTION, INTERNATIONAL UNION OF PURE AND APPLIED PHYSICS, PARIS, PROFESSIONAL EDUCATION, SCIENCE EQUIPMENT, SCIENCE FACILITIES, SCIENCE TEACHERS, SECONDARY SCHOOL SCIENCE, TEACHER EDUCATION, UNESCO, UNION OF SOVIET SOCIALIST REPUBLICS, UNITED KINGDOM, UNITED STATES.

PHYSICS TEACHING PRACTICES IN SELECTED UNIVERSITIES IN CZECHOSLOVAKIA, THE FEDERAL REPUBLIC OF GERMANY, FRANCE, THE UNITED STATES, THE UNITED KINGDOM, AND THE UNION OF SOVIET SOCIALIST REPUBLICS ARE COMPARED. REPORTS FOR EACH COUNTRY WERE PREPARED AND SUBMITTED BY A NATIONAL REPRESENTATIVE FROM EACH OF THE COUNTRIES. THE REPORTS WERE REVIEWED BY REPRESENTATIVES OF UNESCO AND BY OTHER GROUPS. THE INFORMATION INCLUDES DEVELOPMENTS WHICH OCCURRED BY THE END OF 1963. UNDERGRADUATE PROGRAMS FOR THE PREPARATION OF PROFESSIONAL PHYSICISTS, ENGINEERS, AND TEACHERS ARE DESCRIBED. GRADUATE STUDY, ACADEMIC RESEARCH, AND SPECIAL PROGRAMS IN PHYSICS ARE REVIEWED, AND EFFORTS TO IMPROVE PHYSICS TEACHING ARE DESCRIBED. SYLLABUSES, LISTS OF EXPERIMENTS, AND DOCKLISTS ARE INCLUDED. THIS DOCUMENT IS AVAILABLE FROM UNESCO PUBLICATIONS CENTER, 317 EAST 34TH STREET, NEW YORK, NEW YORK 10016, 396 PAGES, \$6.50. (AG)

## ED 011 509

SE 000 738

THE DESIGN OF INSTRUCTION.

BY- GLASER, ROBERT

PITTSBURGH UNIV., PA., LEARNING RES. AND DEV. CTR.

REPORT NUMBER REPRINT-5

PUB DATE

66

NATIONAL SOCIETY FOR THE STUDY OF EDUC., CHICAGO

EDRS PRICE MF-\$0.09 HC-\$1.28 32P.

DESCRIPTORS- \*EDUCATIONAL OBJECTIVES, \*EVALUATION, \*LEARNING THEORIES, \*TEACHING METHODS, AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE, CHICAGO, CONCEPT FORMATION, INSTRUCTION, MOTIVATION, RESEARCH AND DEVELOPMENT CENTER,

THE THEORY AND THE RESEARCH RELEVANT TO INSTRUCTIONAL DESIGN ARE DISCUSSED IN THIS PAPER, A CHAPTER FROM THE 65TH YEARBOOK OF THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION, PART II. GENERALIZATION, CONCEPT FORMATION, AND "PROCESS" OBJECTIVES ARE DISCUSSED IN A SECTION DEVOTED TO THE ANALYSIS OF SUBJECT-MATTER OBJECTIVES OF INSTRUCTION. THE IMPORTANCE OF ADEQUATELY ASSESSING PREINSTRUCTIONAL STUDENT BEHAVIOR IS TREATED. KINDS OF BEHAVIORAL OPERATIONS IN LEARNING AS WELL AS SOME CONDITIONS THAT INFLUENCE LEARNING ARE DISCUSSED. PROCEDURES FOR EVALUATING ACHIEVEMENT ARE ANALYZED. THE AUTHOR CONCLUDED THAT MODERN EXPERIMENTAL PSYCHOLOGY HAS RARELY BEEN A SIGNIFICANT INFLUENCE IN THE DEVELOPMENT OF TEACHING MATERIALS AND TEACHING PROCEDURES. IN ADDITION, HE HYPOTHESIZED THAT THE EDUCATIVE PROCESS AND INSTRUCTIONAL PROCEDURES WILL BE INFLUENCED BY RESEARCH AND MARKED CHANGES WILL OCCUR IN SCHOOL OPERATIONS. CHANGES THAT ARE LIKELY TO OCCUR ARE THE ROLE OF THE TEACHER, INDIVIDUALIZING INSTRUCTION, CAREFUL EXAMINATION OF INSTRUCTIONAL MATERIALS FOR EDUCATION EFFECTIVENESS, AND IMPROVEMENT IN EVALUATION INSTRUMENTS AND TECHNIQUES. THIS ARTICLE IS PUBLISHED IN THE SIXTY-FIFTH YEARBOOK OF THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION, PART II. (RS)

## ED 011 510

SE 000 743

INNOVATIONS IN EQUIPMENT AND TECHNIQUES FOR THE BIOLOGY TEACHING LABORATORY.

BY- BARTHELEMY, RICHARD E. AND OTHERS  
AMERICAN INST. OF BIOLOGICAL SCIENCES

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- \*BIOLOGY, \*SCIENCE EQUIPMENT, \*SECONDARY SCHOOL SCIENCE, \*TEACHING GUIDES, AUSTIN, BIBLIOGRAPHIES, BIOLOGICAL SCIENCE CURRICULUM STUDY, BOULDER, DISTRICT OF COLUMBIA, LABORATORY EQUIPMENT, LABORATORY SAFETY, LABORATORY TECHNIQUES, SCIENCE FACILITIES, TEACHING TECHNIQUES.

LABORATORY TECHNIQUES AND EQUIPMENT APPROPRIATE FOR TEACHING BIOLOGICAL SCIENCE CURRICULUM STUDY BIOLOGY ARE EMPHASIZED. MAJOR CATEGORIES INCLUDE (1) LABORATORY FACILITIES, (2) EQUIPMENT AND TECHNIQUES FOR CULTURE OF MICRO-ORGANISMS, (3) LABORATORY ANIMALS AND THEIR HOUSING, (4) TECHNIQUES FOR STUDYING PLANT GROWTH, (5) TECHNIQUES FOR STUDYING PHYSIOLOGY, (6) TEMPERATURE AND HEAT CONTROL EQUIPMENT, (7) LIGHT AND LIGHT CONTROL EQUIPMENT, AND (8) THE CONSTRUCTION AND USE OF MODELS AND SPECIAL EQUIPMENT. DETAILED, ILLUSTRATED INSTRUCTIONS FOR THE CONSTRUCTION OF DEMONSTRATION DEVICES AND LABORATORY EQUIPMENT ARE PRESENTED. MANY SUGGESTIONS FOR THE USE OF INEXPENSIVE, READILY AVAILABLE MATERIALS IN SCIENCE ACTIVITIES ARE INCLUDED. THIS BOOK WAS PUBLISHED BY D. C. HEATH AND COMPANY, 285 COLUMBUS AVENUE, BOSTON, MASSACHUSETTS 02116, 116 PAGES. (AG)

## ED 011 511

SE 000 754

WHY TEACH PHYSICS.

BY- BROWN, SANDRON C. AND OTHERS  
INTERNATIONAL UNION OF PURE AND APPLIED PHYSICS

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- \*CURRICULUM DEVELOPMENT, \*EDUCATIONAL OBJECTIVES, \*PHYSICS, \*SECONDARY SCHOOL SCIENCE, INTERNATIONAL EDUCATION, MODERN SCIENCE, NUCLEAR PHYSICS, RIO DE JANEIRO, SCIENCE ACTIVITIES, SCIENCE EQUIPMENT, SCIENCE HISTORY, SOCIOECONOMIC INFLUENCES.

THIS BOOK CONTAINS A SURVEY OF THE PROCEEDINGS OF THE CONFERENCE ON PHYSICS IN GENERAL EDUCATION, HELD IN RIO DE JANEIRO IN JULY 1963. THIS WAS THE SECOND CONFERENCE OF THE INTERNATIONAL UNION OF PURE AND APPLIED PHYSICS. CONFERENCE ADDRESSES, CONSTITUTING THE MAJOR PORTION OF THE TEXT, CONSIDER THE TEACHING OF SECONDARY SCHOOL GENERAL EDUCATION PHYSICS. PARTICIPANTS EXPRESS THE BELIEF THAT PHYSICS SHOULD BE TAUGHT TO ALL STUDENTS FOR ITS CULTURAL VALUE RATHER THAN FOR ITS TECHNOLOGICAL USEFULNESS. SPEECHES RECORDED IN THE VOLUME CONSIDER (1) TEACHING PHYSICS IN UNDERDEVELOPED NATIONS, (2) EDUCATION FOR INTERPRETING THE SCIENTIFIC ENTERPRISE AND EQUIPPING INDIVIDUALS FOR A CHANGING SOCIETY, (3) GOALS OF PHYSICS TEACHING, (4) PLANNING PHYSICS, (5) METHODS FOR TEACHING PHYSICS, (6) RECENT DEVELOPMENTS AND CURRICULUM REFORM IN PHYSICS, (7) ATOMIC PHYSICS IN GENERAL EDUCATION, (8) UNESCO AND SCIENCE TEACHING, AND (9) APPARATUS FOR TEACHING PHYSICS. THERE ARE CONTRIBUTIONS FROM BRAZIL, THE UNITED STATES, THE NETHERLANDS, THE UNITED KINGDOM ITALY, CZECHOSLOVAKIA, SWEDEN, AND FRANCE. THE BOOK WAS PUBLISHED BY

THE MASSACHUSETTS INSTITUTE OF TECHNOLOGY PRESS IN 1964, 97 PAGES, \$5.00. (RS)

## ED 011 512

SE 000 786

IMPROVING SCIENCE EDUCATION IN THE UNITED STATES.

BY- GATEWOOD, CLAUDE W. OBOURN, ELLSWORTH S.

PUB DATE DEC 63

EDRS PRICE MF-\$0.09 HC-\$1.96 49P.

DESCRIPTORS- \*CURRICULUM DEVELOPMENT, \*EQUIPMENT MANUFACTURERS, \*FOUNDATION PROGRAMS, \*SCIENCE EDUCATION HISTORY, \*TEACHER EDUCATION, BIOLOGICAL SCIENCE CURRICULUM STUDY, CEYLON, CHEMICAL BOND APPROACH, COURSE CONTENT, EDUCATIONAL OBJECTIVES, INSERVICE TEACHER EDUCATION, INSTITUTES (TRAINING PROGRAMS), NATIONAL SCIENCE FOUNDATION, PHYSICAL SCIENCE STUDY COMMITTEE, SCIENCE EQUIPMENT, SCIENCE TEACHING CENTERS, SECONDARY SCHOOL SCIENCE.

THIS PAPER SUMMARIZES THE CURRENT STATE OF SCIENCE EDUCATION IN THE UNITED STATES WITH SPECIAL EMPHASIS ON CURRICULUM DEVELOPMENT ORGANIZATIONS AND ACTIVITIES SINCE 1950. THE SEQUENCE OF TOPICS INCLUDES (1) HISTORY OF SCIENCE EDUCATION IN THE UNITED STATES, (2) RATIONALE FOR CURRICULUM CHANGE, (3) COURSE CONTENT IMPROVEMENT GROUPS AND THEIR ACTIVITIES, (4) PURPOSES AND NEED FOR SCIENCE EDUCATION, (5) CHARACTERISTICS OF SCHOOLS AND TEACHERS, (6) PRIVATE AND POLITICAL AGENCIES AND THEIR ACTIVITIES TO IMPLEMENT CURRICULUM FORM, AND (6) TRENDS AND THE OUTLOOK FOR THE FUTURE. THIS PAPER WAS PRESENTED AT THE COMMONWEALTH CONFERENCE ON THE TEACHING OF SCIENCE IN SCHOOLS (CEYLON, DECEMBER 9-21, 1963), AND IS PUBLISHED IN THE "JOURNAL OF RESEARCH IN SCIENCE TEACHING," VOLUME 1, ISSUE 4, 1963. (RS) SCIENCE TEACHING," VOLUME 1, ISSUE 4, 1963. (RS)

## ED 011 513

SE 000 916

CURRICULUM GUIDE FOR SCIENCE FOR GRADES 7 AND 8.

BY- GRAHAM, KATHRYN A. AND OTHERS  
CHICAGO BOARD OF EDUCATION, ILL.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- \*COURSE CONTENT, \*GRADE 7, \*GRADE 8, \*SCIENCE EDUCATION, \*SECONDARY SCHOOL SCIENCE, \*TEACHING GUIDES, CHICAGO, CURRICULUM GUIDES, ELEMENTARY SCHOOL SCIENCE, SCIENCE ACTIVITIES.

COURSE CONTENT, ACTIVITIES, AND REFERENCE INFORMATION FOR TEACHING SCIENCE IN GRADES 7 AND 8 ARE INCLUDED IN THIS VOLUME. INTRODUCTORY REMARKS RELATE TO AN APPROACH TO TEACHING SCIENCE AND THE GENERAL OBJECTIVES OF THE SCIENCE PROGRAM. SEVEN UNITS OF STUDY ARE INCLUDED FOR GRADE 7--(1) THE NATURE OF THE ATMOSPHERE, (2) SIMPLE MECHANICS OF SOLIDS, LIQUIDS, AND GASES, (3) MODERN VIEWS REGARDING MATTER AND ENERGY, (4) SIMPLE CHEMICAL CHANGES, (5) HEAT ENERGY AND ITS APPLICATION, (6) HUMAN BODY SYSTEMS, AND (7) THE INTERRELATEDNESS OF HUMAN BODY SYSTEMS. SEVEN UNITS OF STUDY ARE ALSO PRESENTED FOR GRADE 8--(1) SIMILARITIES AND DIFFERENCES BETWEEN THE LIFE PROCESSES OF PLANTS AND MAN, (2) MODERN VIEWS CONCERNING LIGHT, (3) SOUND ENERGY, (4) ENERGY, FORCE, WORK, POWER, FRICTION, AND MACHINES, (5) BENEFIT OF ELECTRICITY, (6) RADIOACTIVITY AND ATOMIC ENERGY, AND (7) PROBLEMS OF SPACE EXPLORATION. THE APPENDICES INCLUDE

INFORMATION ABOUT FIELD TRIPS, SCIENCE FAIRS, SAFETY, CLASSROOM ANIMALS, RECORDING EXPERIMENTS, AND AQUARIUMS OR TERRARIUMS. FOR EACH STUDY UNIT, THERE ARE A TEACHER PREVIEW, AN ANNOTATED LIST OF REFERENCES, A LIST OF MATERIALS AND EQUIPMENT, A VOCABULARY LIST, A LIST OF CONCEPTS TO BE DEVELOPED, SUGGESTED ACTIVITIES, AND AUDIOVISUAL AND OTHER TEACHING AIDS. THE ACTIVITIES ARE ASSIGNED A LEVEL OF DIFFICULTY, SUITABLE FOR SLOW, AVERAGE, OR ABLE LEARNERS. THIS VOLUME IS AVAILABLE THROUGH THE CHICAGO BOARD OF EDUCATION, CHICAGO, ILLINOIS, 377 PAGES. (RS)

ED 011 514

SE 001 131

SCIENCE TEACHING IN THE PUBLIC JUNIOR HIGH SCHOOL.

BY- ROGERS, LOLA ERIKSEN

OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-29067

PUB DATE

67

EDRS PRICE MF-\$0.10. HC NOT AVAILABLE FROM EDRS. 70P.

DESCRIPTORS- \*SCHOOL ORGANIZATION, \*SCIENCE TEACHERS, \*SECONDARY SCHOOL SCIENCE, \*STUDENT ENROLLMENT, DISTRICT OF COLUMBIA, GRADE 7, GRADE 8, GRADE 9, INSERVICE TEACHER EDUCATION, INSTRUCTIONAL MATERIALS, JUNIOR HIGH SCHOOLS, NDEA TITLE III, SCHOOL STATISTICS, SCIENCE CLUBS, SCIENCE CONSULTANTS, SCIENCE FAIRS,

INFORMATION RELATED TO SCHOOL ORGANIZATION, PROCEDURES, PRACTICES, AND CONDITIONS AFFECTING SCIENCE INSTRUCTION IN THE PUBLIC JUNIOR HIGH SCHOOLS IS PRESENTED. QUESTIONNAIRES SENT TO THE PRINCIPALS OF A RANDOM SAMPLE OF SCHOOLS WHICH INCLUDED GRADES 7, 8, AND 9 WERE USED TO OBTAIN INFORMATION. CATEGORIES OF INFORMATION INCLUDED (1) ENROLLMENT AND ORGANIZATION, (2) INSTRUCTIONAL RESOURCES, (3) BUDGET, (4) SCIENCE CLUBS AND FAIRS, (5) INSERVICE TEACHER EDUCATION, AND (6) CONSULTANT SERVICE. FOR ANALYSIS OF DATA, SCHOOLS WERE CLASSIFIED AS SMALL, MIDDLE-SIZED, OR LARGE. ALL SCHOOLS OFFERED SCIENCE COURSES AT SOME GRADE LEVEL, BUT NOT ALL SCHOOLS OFFERED THEM AT EACH GRADE LEVEL. THERE WAS AN INCREASE IN THE NUMBER OF SCHOOLS OFFERING SCIENCE AS THE GRADE LEVEL INCREASED. GENERAL SCIENCE WAS THE MOST COMMON SCIENCE COURSE. THE LARGEST SCHOOLS HAD PROPORTIONATELY FEWER SCIENCE TEACHERS THAN THE NATIONAL AVERAGE. NEARLY ALL SCHOOLS USED SCIENCE TEXTBOOKS, BUT ONLY 80 PERCENT USED THEM AT ALL THREE GRADE LEVELS. SUPPLEMENTARY MATERIALS WERE USED PROGRESSIVELY MORE AT HIGHER GRADE LEVELS. COMBINATION CLASSROOM LABORATORIES WERE THE MOST COMMON FACILITY. MORE THAN 25 PERCENT OF THE SCHOOLS, HOWEVER, DID NOT PROVIDE ANY TYPE OF LABORATORY. OVER 80 PERCENT OF THE SCHOOLS USED NATIONAL DEFENSE EDUCATION ACT (NDEA) FUNDS TO PURCHASE SCIENCE EQUIPMENT, AND APPROXIMATELY 33 PERCENT OF THE SCHOOLS USED NDEA FUNDS FOR REMODELING BUILDINGS. ABOUT 50 PERCENT OF THE SCHOOLS SPONSORED SCIENCE CLUBS AND SCIENCE FAIRS. THIS DOCUMENT IS AVAILABLE AS CATALOG NO-5.229--29067 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR \$0.45. (AG)

ED 011 515

SE 001 356

PLANNING FOR EXCELLENCE IN HIGH SCHOOL SCIENCE.

BY- STOLLBERG, ROBERT AND OTHERS

NATIONAL SCIENCE TEACHERS ASSN., WASHINGTON, D.C.

PUB DATE

61

EDRS PRICE MF-\$0.10 HC-\$3.04 76P.

DESCRIPTORS- \*CURRICULUM DEVELOPMENT, \*SCIENCE EDUCATION, \*SECONDARY SCHOOL SCIENCE, CONFERENCE REPORTS, DISTRICT OF COLUMBIA, EDUCATIONAL OBJECTIVES, EFFECTIVE TEACHING, SCIENCE AND SOCIETY, SCIENCE SUPERVISION, TEACHER EDUCATION,

THIS REPORT TAKES THE POSITION THAT SCIENCE SHOULD BE TAUGHT TO DEVELOP STUDENTS WITH BEHAVIORS WHICH INDICATE (1) AN ABILITY TO ENGAGE IN SCIENTIFIC THOUGHT, (2) AN UNDERSTANDING OF THE RELATIONS BETWEEN SCIENCE, SOCIETY, AND TECHNOLOGY, (3) THE DEVELOPMENT OF PERSONAL SCIENCE INTERESTS AND AFFECTIONS, AND (4) AN UNDERSTANDING OF THE MAJOR PRINCIPLES AND CONCEPTUAL SCHEMES OF SCIENCE. MOST HIGH SCHOOL STUDENTS SHOULD TAKE A BALANCED PROGRAM OF BIOLOGY AND PHYSICAL SCIENCE IN WHICH THE PROCESS OF SCIENCE AND THE NATURE OF THE SCIENTIFIC ENTERPRISE ARE STRESSED. CURRENT SHORTCOMINGS OF SECONDARY SCIENCE PROGRAMS INCLUDE (1) A LACK OF CONTINUITY, (2) THE COVERAGE OF TOO MUCH MATERIAL AND TOO MANY AREAS WITHIN DISCIPLINES, (3) THE PRESENTATION OF A DISTORTED PICTURE OF HOW SCIENCE IS PRACTICED, (4) AN OVEREMPHASIS ON CONTENT AND TECHNOLOGY, (5) THE USE OF LABORATORY EXPERIENCES THAT ARE NOT DISCOVERY-ORIENTED, AND (6) A FAILURE TO CHALLENGE THE INTELLECTUAL RESOURCES OF STUDENTS. SUGGESTIONS FOR THE IMPROVEMENT OF SCIENCE SUPERVISION, TEACHER COMPETENCE, AND TEACHER PREPARATION ARE INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE NATIONAL SCIENCE TEACHERS ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR \$1.00. (AG)

ED 011 516

SE 001 725

SUPERVISION FOR QUALITY EDUCATION IN SCIENCE, REPORT ON A CONFERENCE ARRANGED BY THE SPECIALISTS FOR SECONDARY SCIENCE (JUNE 25-29, 1962).

BY- ALEXANDER, UHLMAN S.

OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-29039-BULL-1963-NO-3

PUB DATE

63

DOCUMENT NOT AVAILABLE FROM EDRS 170P.

EDRS PRICE MF-\$0.27. HC NOT AVAILABLE FROM EDRS. 170P.

DESCRIPTORS- \*CONFERENCE REPORTS, \*NATURAL SCIENCES, \*SCIENCE EDUCATION, \*SCIENCE SUPERVISION, \*SUPERVISION, CURRICULUM DEVELOPMENT, DISTRICT OF COLUMBIA, EDUCATIONAL OBJECTIVES, SECONDARY SCHOOL SCIENCE,

SPEECHES AND REPORTS FROM A U.S. OFFICE OF EDUCATION CONFERENCE FOR STATE DEPARTMENT OF EDUCATION SCIENCE SUPERVISORS CONSTITUTE THIS BOOKLET. THE CONTENT IS DIVIDED INTO THREE MAJOR SECTIONS WITH SEVERAL SPEECHES OR REPORTS IN EACH. SECTION 1, "EDUCATION IN AN AGE OF SCIENCE," CONSISTS OF THREE PRESENTATIONS CONCERNED WITH SUCH TOPICS AS THE QUALITY OF AMERICAN EDUCATION, MANPOWER NEEDS IN OUR CULTURE, AND REQUISITES FOR A SCIENCE PROGRAM. SECTION 2, "SCIENCE IN THE CURRICULUM," IS COMPRISED OF EIGHT REPORTS, TWO REPORTS EACH ON EARTH SCIENCE, BIOLOGY, CHEMISTRY, AND PHYSICS. THE FIRST REPORT ON EACH OF THE FOUR SUBJECT AREAS RELATES TO THE MAJOR FORCES IMPINGING UPON THE PARTICULAR SCIENCE AND THE TEACHING OF THAT SCIENCE AND THE SECOND REPORT FOR EACH SUBJECT AREA RELATES TO MATERIALS AND TEACHING RESOURCES. IN THE FINAL SECTION, "SUPERVISION FOR THE IMPROVEMENT OF SCIENCE INSTRUCTION," SEVERAL PAPERS ARE PRESENTED ON THE GOALS OF SCIENCE EDUCATION AND DESIRABLE CHANGES IN TEACHING PRACTICES. INCLUDED IN THIS SECTION ARE BRIEF REPORTS OF CURRICULAR ACTIVITIES IN FLORIDA, GEORGIA, MISSOURI, AND



PENNSYLVANIA. THIS BOOKLET IS AVAILABLE AS FS 5.220--20030 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR \$0.65. (RS)

## ED 011 517

SP 000 342

FOUNDATIONS OF MATHEMATICS FOR ELEMENTARY TEACHERS.

BY- GIBB, E. GLENADINE

STATE COLLEGE OF IOWA, CEDAR FALLS

PUB DATE 19 APR 66

EDRS PRICE MF-\$0.09 HC-\$0.20 SP.

DESCRIPTORS- \*ELEMENTARY SCHOOL TEACHERS, \*INSERVICE PROGRAMS, \*INSTRUCTIONAL MATERIALS, \*MATHEMATICS, \*MATHEMATICS CURRICULUM, DES MOINES, FILMS, GEOMETRY, MATHEMATICS INSTRUCTION, SECONDARY SCHOOL TEACHERS, VIDEO TAPE RECORDINGS.

TO PROVIDE ELEMENTARY SCHOOL TEACHERS WITH AN OVERVIEW OF SOME OF THE IDEAS OF MATHEMATICS BEFORE THEY UNDERTAKE MORE INTENSIVE STUDY, 12 VIDEO TAPES, A CONSULTANT'S GUIDE, AND A TEXTBOOK ON FOUNDATIONS OF MATHEMATICS WERE PREPARED. THE MATERIAL COVERS WHOLE-NUMBER OPERATIONS AND SYSTEMS, NONMETRIC GEOMETRY, FRACTIONAL NUMBERS, COMPUTATION AND MEASUREMENT, INTEGERS, PROBLEM SOLVING, COORDINATE SYSTEMS, AND REAL NUMBERS. THE TEXT, GUIDE, AND TAPES WERE TO HAVE BEEN MADE AVAILABLE TO SCHOOLS BY JUNE, 1966. (LC)

## ED 011 518

SP 000 502

EXAMINATIONS AND THE ADVANCEMENT OF TEACHING.

BY- BENSON, ARTHUR L.

PUB DATE 64

EDRS PRICE MF-\$0.09 HC-\$0.52 13P.

DESCRIPTORS- \*INSERVICE TEACHER EDUCATION, \*PRESERVICE EDUCATION, \*STANDARDIZED TESTS, \*TEACHER CERTIFICATION, \*TEACHER SELECTION, LEARNING, MOTIVATION, NATIONAL TEACHER EXAMINATIONS, PROFESSIONAL ASSOCIATIONS, TEACHER EVALUATION, TEACHER IMPROVEMENT, TEACHER MOTIVATION, TEACHER QUALIFICATIONS.

FUNCTIONS OF PROFESSIONALLY PREPARED, OBJECTIVE, STANDARDIZED TESTS FOR TEACHERS AND PROSPECTIVE TEACHERS, FOR NATIONWIDE USE, ARE DESCRIBED. THESE ARE (1) ADVANCING THE PRESERVICE PREPARATION OF TEACHERS BY DEMONSTRATING SIGNIFICANT TEST-SCORE DIFFERENCES AMONG STUDENTS FROM VARIOUS INSTITUTIONS, (2) IMPROVING CERTIFICATION OR LICENSING POLICIES AND PRACTICES IN ORDER TO EVALUATE THE COMPETENCIES OF EACH PROSPECTIVE TEACHER ON BASES APART FROM HERE COMPLETION OF COURSE WORK, (3) SELECTION OF TEACHING AND ADMINISTRATIVE PERSONNEL AT THE LOCAL DISTRICT LEVEL ON A BASIS BEYOND THAT FURNISHED BY STATE CERTIFICATION, (4) IMPROVING THE INSERVICE EDUCATION OF TEACHERS BY IDENTIFYING THE EXPERIENCED TEACHERS THE STATE WISHES TO ENCOURAGE TO REMAIN IN THE PROFESSION AND TO INCREASE THEIR JOB COMPETENCIES, AND (5) REALIZING TEACHERS' ASPIRATIONS FOR TRUE PROFESSIONAL STATUS THROUGH PROFESSIONAL CONTROL OVER TEACHER EXAMINATIONS. THIS PAPER WAS READ AT THE EDUCATIONAL TESTING SERVICE WESTERN REGIONAL CONFERENCE ON TESTING PROBLEMS (1964). (RP)

## ED 011 519

SP 000 635

THE USES OF TEACHER POWER.

BY- SCHNAUFER, PETE

AMERICAN FEDERATION OF TEACHERS, CHICAGO, ILL.

REPORT NUMBER ITEM-184

PUB DATE MAR 66

EDRS PRICE MF-\$0.09 HC-\$1.20 32P.

DESCRIPTORS- \*COLLECTIVE BARGAINING, \*CONTRACT SALARIES, \*EMPLOYER RELATIONSHIP, \*PROFESSIONAL NEGOTIATIONS, \*TEACHER CONDITIONS, BOARD OF EDUCATION POLICY, BOARD OF EDUCATION ROLE, BOARDS OF EDUCATION, CHICAGO, MASS MEDIA, SANCTIONS, STRIKES, TEACHER ATTITUDES, TEACHER ROLE, UNIONS.

THE USES OF TEACHER POWER IN INFLUENCING THE WORK CONDITIONS, REWARDS, AND ACTIVITIES OF TEACHERS ARE DISCUSSED. THE STRENGTHS, WEAKNESSES, AND APPROPRIATE USES OF VARIOUS TACTICS FOR THE EXERCISE OF THIS POWER ARE DESCRIBED. PARTICULAR ATTENTION IS GIVEN TO SANCTIONS, STRIKES, INJUNCTIONS, AND MASS RESIGNATIONS. PICKETING, SCHOOL BOARD ELECTIONS, SIT-INS, AND PACKING A BOARD MEETING ROOM ARE ALSO MENTIONED. APPENDIX TABLES CONTAIN INFORMATION ON WORK STOPPAGES AMONG TEACHERS (NUMBER OF STOPPAGES, NUMBER OF WORKERS INVOLVED, NUMBER OF IDLE MAN-DAYS) EACH YEAR DURING THE 1940-1965 PERIOD. THIS DOCUMENT (ITEM 184) IS ALSO AVAILABLE FROM THE AMERICAN FEDERATION OF TEACHERS, 718 NORTH RUSH STREET, CHICAGO, ILLINOIS 60611, FOR \$0.50. (HA)

## ED 011 520

SP 000 968

THE RELIABILITY OF OBSERVATIONS OF TEACHERS' CLASSROOM BEHAVIOR.

BY- BROWN, DOB BURTON AND OTHERS

PUB DATE 67

EDRS PRICE MF-\$0.09 HC-\$1.08 27P.

DESCRIPTORS- \*LESSON OBSERVATION CRITERIA, \*RELIABILITY, \*STATISTICAL ANALYSIS, \*TEACHER CHARACTERISTICS, BEHAVIOR RATING SCALES, EDUCATIONAL PHILOSOPHY, FILMS, GAINESVILLE, PERSONAL VALUES, TABLES (DATA), TEACHER BACKGROUND, TEACHER EVALUATION, TEACHER PRACTICES OBSERVATION RECORD.

THIS PORTION OF AN "INVESTIGATION OF OBSERVER-JUDGE RATINGS OF TEACHER COMPETENCE" WAS PRIMARILY DEVOTED TO STATISTICAL ISSUES IN ASSESSING THE RELIABILITY OF OBSERVATIONS OF TEACHERS' CLASSROOM BEHAVIOR. FROM 67 TO 130 STUDENT TEACHING SUPERVISORS, ACADEMIC PROFESSORS, AND EDUCATION PROFESSORS FROM TWO LARGE MIDWESTERN UNIVERSITIES AND TWO "TEACHERS COLLEGE-TYPE" INSTITUTIONS VIEWED FIVE 10-MINUTE FILMS OF CLASSROOM TEACHING ON ONE OCCASION AND TWO OF THE FIVE FILMS AGAIN A YEAR LATER. AFTER EACH OF THE TWO VIEWINGS, SUBJECTS RESPONDED TO THE 62-ITEM TEACHER PRACTICES OBSERVATION RECORD, ON WHICH THE OBSERVER CHECKED THOSE OF THE LISTED PRACTICES OBSERVED DURING THE FILM VIEWING. RELIABILITY FINDINGS WERE THAT CORRELATIONS (1) OF OBSERVERS' TOTAL SCORES WITHIN A GIVEN FILM VIEWING WERE VERY GOOD, (2) OF OBSERVERS' TOTAL SCORES BETWEEN REPEAT FILM VIEWINGS ONE YEAR APART WERE POOR TO FAIR, (3) BETWEEN-OBSERVER RELIABILITY WERE FAIR, (4) WITHIN-OBSERVER RELIABILITY WERE FAIR, AND (5) OF INTERNAL CONSISTENCY RELIABILITY WERE VERY GOOD. (LC)



## ED 011 521

SP 001 030

TEACHER EDUCATION--AN URGENT MATTER. A REPORT TO THE COMMISSION FOR HIGHER EDUCATION, STATE OF CONNECTICUT. BY- BROWNELL, SAMUEL M. AND OTHERS

ACADEMY FOR EDUCATIONAL DEVELOPMENT INC., NEW YORK

PUB DATE 31 OCT 66

EDRS PRICE MF-\$0.18 HC-\$4.00 120P.

DESCRIPTORS- \*STATE GOVERNMENT, \*TEACHER CERTIFICATION, \*TEACHER COLLEGES, \*TEACHER EDUCATION, \*TEACHER SUPPLY AND DEMAND, COLLEGE FACULTY, CONNECTICUT, GRADUATE STUDY, INNOVATION, NEW YORK CITY, PRESERVICE EDUCATION, PROGRAM EVALUATION, PUBLIC POLICY, RESEARCH, TABLES (DATA), TEACHER AIDES.

ON THE BASIS OF A 10- TO 15-YEAR PROJECTION OF THE NEED FOR TEACHERS IN CONNECTICUT, A CONSULTANT PANEL RECOMMENDED THAT THE COMMISSION FOR HIGHER EDUCATION WORK TO (1) PROVIDE ALL NEW TEACHERS NEEDED RATHER THAN THE TWO-THIRDS PRESENTLY SUPPLIED, (2) INCREASE THE POOL OF PROSPECTIVE TEACHERS BY ADMITTING ALL QUALIFIED HIGH SCHOOL GRADUATES WHO APPLY TO PUBLIC INSTITUTIONS OF HIGHER LEARNING, (3) GIVE FIRM STATEWIDE DIRECTION AND FINANCIAL SUPPORT FOR PRE- AND IN-SERVICE TRAINING, (4) ESTABLISH A STATE COUNCIL FOR RESEARCH AND EXPERIMENTATION IN TEACHER EDUCATION TO ENCOURAGE AND FINANCIALLY SUPPORT INNOVATIONS IN EDUCATION, (5) STUDY OTHER WAYS TO ENCOURAGE AND ASSIST PRIVATE INSTITUTIONS WHICH PROVIDE PUBLIC SCHOOL TEACHERS, (6) DELEGATE DIFFERENT AND PARTICULAR PROGRAMS TO THE STATE UNIVERSITY, THE STATE COLLEGES, AND THE COMMUNITY COLLEGES, (7) MODIFY TEACHER CERTIFICATION BY ESTABLISHING STATEWIDE CRITERIA, ADMINISTERED BY TEACHERS, AND AWARD A PERMANENT CERTIFICATE AT THE SATISFACTORY COMPLETION OF 3 YEARS OF TEACHING SUPERVISED BY "CLINICAL TEACHERS," (8) TRAIN "CLINICAL TEACHERS" AT STATE-FINANCED WORKSHOPS AND PROVIDE ADDITIONAL COLLEGE AND UNIVERSITY PERSONNEL TO INSTRUCT THEM, (9) PROVIDE FACILITIES AND ESTABLISH TUITION RATES FOR GRADUATE TEACHER EDUCATION EQUAL TO THOSE FOR UNDERGRADUATE PROGRAMS, (10) INCREASE SCHOLARSHIP AID TO BOTH UNDERGRADUATE AND GRADUATE TEACHER EDUCATION STUDENTS, AND (11) EXPAND SPECIAL EDUCATION PROGRAMS. (RP)

## ED 011 522

SP 001 031

FACTORS IN OSCAR RATINGS OF SECONDARY LEVEL STUDENT-TEACHERS.

BY- MERRIFIELD, PHILIP R. AND OTHERS

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$0.32 8P.

DESCRIPTORS- \*LESSON OBSERVATION CRITERIA, \*RATING SCALES, \*STUDENT TEACHER RELATIONSHIP, \*TEACHER CHARACTERISTICS, \*TEACHING TECHNIQUES, CHICAGO, FACTOR ANALYSIS, OBSERVATION SCHEDULE AND RECORDS (OSCAR), STATISTICAL ANALYSIS, STUDENT TEACHERS, TABLES (DATA).

THIS FACTOR ANALYTIC STUDY OF OSCAR (OBSERVATION SCHEDULE AND RECORDS) SCORES FOR CLASSROOM BEHAVIOR EMPLOYED RATINGS BY SUPERVISING FACULTY MEMBERS OF THE CLASSROOM BEHAVIORS OF 115 STUDENT TEACHERS AND THEIR PUPILS ON THREE OCCASIONS APPROXIMATELY 1 MONTH APART. FIVE FACTORS WHICH COULD BE INTERPRETED AS INDEPENDENT ASPECTS OF TEACHER AND PUPIL CLASSROOM BEHAVIOR WERE ISOLATED--(1) SEAT WORK, TYPICALLY QUIET, (2) AFFECTION, (3) TEACHER NONVERBAL SUPPORT

OF LEARNER, (4) TEACHER VERBAL SUPPORT OF LEARNER, AND (5) "TEACHER-TALK-TOTAL," WHICH PLACES EMPHASIS ON PROBLEM-STRUCTURING. FACTOR MEANS ACROSS THE THREE OBSERVATION OCCASIONS SHOWED THAT (1) TEACHERS ASSIGNED GREATER AMOUNTS OF SEAT WORK AS THE QUARTER PROGRESSED AND THAT (2) "TEACHER-TALK-TOTAL" INCREASED FROM THE EARLY TO THE MIDDLE PORTIONS OF THE QUARTER BUT DECLINED TOWARDS THE END, WHILE SEAT WORK CONTINUED TO INCREASE SLOWLY. FACTOR LOADINGS ON THE OSCAR VARIABLES ARE GIVEN. THIS IS AN ABSTRACT OF A PAPER PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION CONVENTION (CHICAGO, 1966). (LC)

## ED 011 523

SP 001 046

THE EFFECT OF PREVIOUS POVERTY EXPERIENCE ON SUCCESS IN TEACHER CORPS PRESERVICE PROGRAMS.

BY- LAWRENCE, G.H. LONG, L.H.K.

PUB DATE 65

EDRS PRICE MF-\$0.09 HC-\$0.64 16P.

DESCRIPTORS- \*ACHIEVEMENT RATING, \*CULTURALLY DISADVANTAGED, \*ECONOMIC DISADVANTAGEMENT, \*EVALUATION, \*TEACHER INTERNS, FACULTY, NATIONAL TEACHER CORPS, POVERTY PROGRAMS, PRESERVICE EDUCATION, RATING SCALES, STATISTICAL ANALYSIS, TABLES (DATA).

NATIONAL TEACHER CORPS INTERNS ENROLLED IN A PROGRAM FOR TEACHING THE DISADVANTAGED (TYPICAL NUMBER OF 35 TO 40 PERSONS) WERE RATED BY FACULTY MEMBERS AT EIGHT UNIVERSITIES ON (1) ACADEMIC PERFORMANCE, (2) TEACHING AND FIELD PERFORMANCE, (3) RELATIONSHIP WITH THE DISADVANTAGED, (4) PERSONAL STABILITY AND STRENGTH, (5) INTERPERSONAL EFFECTIVENESS, AND (6) COMMITMENT AND GENERAL PROMISE. DIFFERENCES IN RATINGS WERE EXAMINED AMONG INTERNS WHO VARIED IN DURATION AND TYPE OF PREVIOUS POVERTY EXPERIENCE, THAT IS, (1) NO POVERTY AREA EXPERIENCE, (2) LESS THAN 1 YEAR OF EXPERIENCE IN A POVERTY AREA, (3) AT LEAST 1 YEAR OF HAVING WORKED IN A POVERTY AREA OR LIVED IN A POVERTY AREA, OR BOTH LIVED AND WORKED IN POVERTY AREAS. ALL RAW SCORES WERE CONVERTED TO STANDARD SCORES WITHIN EACH PROGRAM. THE GROUP WITH LESS THAN 1 YEAR OF POVERTY AREA EXPERIENCE SCORED SIGNIFICANTLY HIGHER THAN EACH OF THE OTHER GROUPS. THE AUTHORS HYPOTHEZIZED THAT THOSE WITH LESS THAN A YEAR OF POVERTY EXPERIENCE WERE LARGELY MIDDLE-CLASS, WELL-EDUCATED COLLEGE GRADUATES WHO HAVE SUFFICIENT MOTIVATION, IDEALISM, AND INITIATIVE TO SPEND A LONG VACATION IN VOLUNTEER POVERTY WORK AND THAT SINCE RATINGS WERE OF PERFORMANCE IN THE PROGRAM RATHER THAN ON THE JOB, THIS GROUP WOULD BE EXPECTED TO DO BETTER. NEVERTHELESS, THEY FELT THAT IT IS STILL POSSIBLE THAT ONE OF THE OTHER GROUPS WOULD BE MORE EFFECTIVE IN ACTUAL WORK WITH THE DISADVANTAGED BECAUSE OF THEIR GREATER EXPERIENCE WITH SUCH PERSONS. (LC)

## ED 011 524

SP 001 067

IMITATION OF SUPERVISORS AS A FACTOR IN TEACHERS' CLASSROOM BEHAVIOR.

BY- ERODE, E. LELAND

PUB DATE 10 FEB 67

EDRS PRICE MF-\$0.09 HC-\$0.32 8P.

DESCRIPTORS- \*CLASSROOM COMMUNICATION, \*INTERACTION PROCESS ANALYSIS, \*TEACHER ATTITUDES, \*TEACHER EVALUATION, \*TEACHER SUPERVISION, AUDIOVISUAL AIDS, ELEMENTARY SCHOOL TEACHERS,

JUNIOR HIGH SCHOOLS, NEW YORK CITY, RATING SCALES, SECONDARY SCHOOL TEACHERS, STATISTICAL ANALYSIS, TABLES (DATA);

TO DETERMINE IF A TEACHER'S INCIDENTAL IMITATION OF THE VERBAL BEHAVIOR PATTERNS OF HIS SUPERVISOR INFLUENCES HIS OWN CLASSROOM BEHAVIOR AND IF CERTAIN TEACHERS ARE MORE SUSCEPTIBLE THAN OTHERS TO THIS INFLUENCE, THE MINNESOTA TEACHER ATTITUDE INVENTORY AND THE PRELIMINARY SITUATION TEST (AN INSTRUMENT DESIGNED TO MEASURE THE PREFERENCE FOR INDIRECT VERSUS DIRECT RESPONSES) WERE ADMINISTERED TO 193 GRADE 1 THROUGH 8 TEACHERS. INDIRECT VERBAL BEHAVIOR IS DEFINED AS THAT WHICH EXPANDS THE STUDENTS' FREEDOM OF ACTION, WHEREAS DIRECT VERBAL BEHAVIOR RESTRICTS ACTION. ON THE BASIS OF SIGNIFICANTLY SIMILAR SCORES ON THESE INSTRUMENTS, EACH OF TWO TREATMENT GROUPS (GROUP A AND GROUP B), APPROXIMATELY EQUAL IN AGE, SEX, LEVEL OF TRAINING, AND NUMBER OF YEARS OF EXPERIENCE, ENGAGED IN A DISCUSSION PERIOD IN WHICH ALL THE CONDITIONS WERE IDENTICAL EXCEPT FOR THE VERBAL BEHAVIOR OF THE EXPERIMENTER (SIMULATED SUPERVISOR), WHERE GROUP A WAS PREDOMINANTLY INDIRECT, AND GROUP B PREDOMINANTLY DIRECT. THE TAPED SITUATION TEST (14 TAPE RECORDED EPISODES OF A SIXTH-GRADE SOCIAL STUDIES CLASS) WAS THEN ADMINISTERED AND THE TWO GROUPS WERE ASKED TO RATE, ON A FIVE-POINT SCALE, THE APPROPRIATENESS OF TWO INDIRECT AND TWO DIRECT RESPONSES THE CLASSROOM TEACHER MIGHT HAVE MADE TO SITUATIONS IN EACH EPISODE. GROUP A'S RESPONSES WERE SIGNIFICANTLY MORE INDIRECT, VERIFYING THE HYPOTHESIS THAT A SUPERVISOR'S VERBAL BEHAVIOR PATTERNS MAY AFFECT THE TEACHER'S BEHAVIOR. (AM)

#### ED 011 525

SP 001 071

RELATIONSHIPS AMONG FIELD INDEPENDENCE, DOGMATISM, TEACHER CHARACTERISTICS AND TEACHING BEHAVIOR OF PRE-SERVICE TEACHERS.

BY- CHAMMACH, FRED W.

PUB DATE 10 FEB 67

EDRS PRICE MF-\$0.09 HC-\$0.84 21P.

DESCRIPTORS- \*INTERACTION PROCESS ANALYSIS, \*PERSONALITY, \*TEACHER ATTITUDES, \*TEACHER CHARACTERISTICS, \*TEACHING TECHNIQUES, BIBLIOGRAPHIES, CALIFORNIA F SCALE, COGNITIVE TESTS, CONCEALED FIGURES TEST, DOGMATISM, EMBEDDED FIGURES TEST, NEW YORK CITY, PSYCHOLOGICAL TESTS, ROKEACH D SCALE, SEX DIFFERENCES, STATISTICAL ANALYSIS, TABLES (DATA), TEACHER CHARACTERISTIC SCHEDULE, TEACHER EVALUATION, TEACHING STYLES,

THREE STUDIES EXPLORED THE RELATIONSHIP OF TWO COGNITIVE STYLES (FIELD DEPENDENCE AND DOGMATISM) TO ANTICIPATED AND ACTUAL TEACHING STYLE. FACTOR ANALYSIS OF SCORES ON A BATTERY OF TESTS (TEACHER CHARACTERISTIC SCHEDULE AND MEASURES OF CLOSED-MINDEDNESS AND FIELD INDEPENDENCE) ADMINISTERED IN THE FIRST STUDY TO 57 MALE SECONDARY EDUCATION MAJORS (AND, IN A REPLICATION, TO 70 MALES) LED TO FIVE STYLE FACTORS--(1) PLANNED, ORGANIZED, DYNAMIC TEACHING STYLE, (2) FAVORABLE ATTITUDES TOWARD SCHOOL PERSONNEL AND SYMPATHETIC ATTITUDES TOWARD PUPILS, (3) OPEN-MINDEDNESS, (4) ANALYTIC SET, AND (5) LEARNING-CENTERED VIEWPOINTS AND LOW EMOTIONAL STABILITY. CLOSED-MINDED, FIELD DEPENDENT SUBJECTS WERE FOUND LEAST LIKELY TO BE BURGENT (RESPONSIVE, SOCIABLE) TEACHING PERSONALITIES. IN THE THIRD STUDY, LESSONS FOR EACH OF 46 STUDENT TEACHERS WERE TAPED IN AN 8-WEEK STUDENT TEACHING EXPERIENCE. CONTRARY TO EXPECTATION, INTERACTION ANALYSIS OF

THE CLASSROOM BEHAVIORS DID NOT SUPPORT THE HYPOTHESIS THAT FIELD DEPENDENT, CLOSED-MINDED TEACHERS WOULD MANIFEST MORE DIRECT BEHAVIORS. MOREOVER, THERE WAS A SLIGHT TENDENCY FOR FIELD INDEPENDENT SUBJECTS TO BE MORE DIRECT THAN DEPENDENT SUBJECTS IN ATTEMPTS TO INFLUENCE PUPILS. AMONG THOSE HIGH ON INDIRECT BEHAVIORS, MALES SHOWED MORE ALOOF CLASSROOM BEHAVIOR AND SUBJECT CENTERED ATTITUDES, BUT LESS VERBAL UNDERSTANDING, EMOTIONAL STABILITY, AND FIELD INDEPENDENCE. FEMALES SHOWED MORE BURGENT BEHAVIOR AND VERBAL UNDERSTANDING. THIS PAPER WAS READ AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION CONVENTION (NEW YORK, FEBRUARY 16-18, 1967). (HA)

#### ED 011 526

SP 001 093

THE NATURE AND VALUE OF TEACHER VERBAL FEEDBACK.

BY- ZAHORIK, JOHN A.

PUB DATE 16 FEB 67

EDRS PRICE MF-\$0.09 HC-\$0.44 11P.

DESCRIPTORS- \*FEEDBACK, \*LEARNING, \*STUDENT MOTIVATION, \*STUDENT TEACHER RELATIONSHIP, \*VERBAL COMMUNICATION, ELEMENTARY SCHOOLS, NEW YORK CITY, REINFORCEMENT, STUDENT EVALUATION, TABLES (DATA), TAPE RECORDINGS, TEACHERS,

TO INVESTIGATE MODES OF VERBAL FEEDBACK EMPLOYED BY TEACHERS AND THE EFFECTS OF VARIOUS TYPES OF FEEDBACK ON STUDENTS, TAPE RECORDINGS OF A CURRENT EVENTS DISCUSSION LESSON IN EIGHT 3D-GRADE AND SEVEN 5TH-GRADE CLASSES WERE ANALYZED BY JUDGES. FROM TRANSCRIPTS OF THESE LESSONS, TEACHERS RATED THE ACCEPTABILITY OF PUPIL RESPONSES. FROM SEGMENTS OF THE TRANSCRIPTS, PUPILS RATED THE ADEQUACY AND THE EMOTIONAL EFFECTS ON THEM OF THE TEACHER'S FEEDBACK BEHAVIOR. THROUGH THE USE OF A 25-CATEGORY FEEDBACK INSTRUMENT (13 DIRECT-FEEDBACK, 11 INDIRECT-FEEDBACK, AND ONE MISCELLANEOUS CATEGORY), IT WAS FOUND THAT (1) 175 TYPES OF FEEDBACK WERE USED BY THE TEACHERS 16 OF WHICH WERE USED WITH FREQUENCY AND REGULARITY, (2) THE 16 TYPES WITH HIGH FREQUENCIES OF USE MOSTLY PROVIDED SIMPLE POSITIVE FEEDBACK AND RESPONSE AND LESSON-DEVELOPMENT FEEDBACK, (3) SEVERAL OTHER LESS-USED TYPES (SIMPLE NEGATIVE, ELABORATE, CLUE, EXPLANATION) PROVIDED CONSIDERABLE REINFORCEMENT-MOTIVATION AND CORRECTNESS INFORMATION AND ALSO A GREAT DEAL OF EXPLANATION AND DIRECTION INFORMATION. RESULTS INDICATED THAT (1) IMMEDIATE LEARNING MAY NOT BE A PRIMARY CONCERN OF THE TEACHER, THAT WHAT THE CHILD SAYS AND DOES DURING THE INTERACTIVE SITUATION MAY BE OF MAJOR IMPORTANCE, (2) DIRECT NEGATIVE, ELABORATE, CLUE, AND EXPLANATION FEEDBACK SHOULD BE USED MORE OFTEN, AND (3) TEACHERS SHOULD KNOW WHAT THEY INTEND FEEDBACK TO MEAN AND USE ONLY THOSE MODES THAT CONVEY THE INTENDED MEANING. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION CONVENTION (NEW YORK, FEBRUARY 16-18, 1967). (AM)

#### ED 011 527

UD 001 213

PARTICIPANTS IN THE NATIONAL ACHIEVEMENT SCHOLARSHIP PROGRAM FOR NEGROES.

BY- ROBERTS, ROY J. NICHOLS, ROBERT C. NATIONAL MERIT SCHOLARSHIP CORP., EVANSTON, ILL. REPORT NUMBER NMSC-RR-VOL-2-NO-2

EDRS PRICE MF-\$0.09 HC-\$1.96 49P.

DESCRIPTORS- \*COLLEGE ADMISSION, \*NEGRO YOUTH, \*SCHOLARSHIPS,

ACADEMIC ACHIEVEMENT, ASPIRATION, CAREER CHOICE, COCURRICULAR ACTIVITIES, EVANSTON, FAMILY BACKGROUND, FAMILY INCOME, FEMALES, FINANCIAL SUPPORT, GEOGRAPHIC DISTRIBUTION, HIGH SCHOOLS, MALES, PARENT EDUCATION, RELIGION, SOCIOECONOMIC STATUS, VOCABULARY SKILLS;

DATA ON THE PARTICIPANTS IN THE 1964 NATIONAL ACHIEVEMENT SCHOLARSHIP PROGRAM (NASP) FOR NEGRO YOUTH WERE COLLECTED AND COMPARISONS MADE BETWEEN NOMINEES, FINALISTS, WINNERS, NATIONAL MERIT SCHOLARSHIP FINALISTS, OTHER NONWHITE STUDENTS, AND THE SCHOOL POPULATION GENERALLY. THE AIM OF NASP IS TO FIND THE MOST ABLE NEGRO YOUTH AND TO HELP THEM FINANCIALLY TO ATTEND COLLEGE. DATA WERE OBTAINED ON THE YOUTH'S SECONDARY SCHOOLS, ASPIRATIONS, FAMILY AND SOCIOECONOMIC BACKGROUNDS, AND ON THEIR SCORES ON CERTAIN TESTS. AMONG THE FINDINGS OF THIS STUDY WERE THE FOLLOWING-- (1) ALMOST ALL OF THE FINALISTS' VOCABULARY TEST SCORES WERE ABOVE THE AVERAGE SCORE OF COLLEGE FRESHMEN, (2) THE GOALS OF NASP WERE GENERALLY HIGHER THAN NATIONAL MERIT FINALISTS AND MUCH ABOVE THOSE OF AVERAGE STUDENTS, (3) THE MEDIAN FAMILY INCOME OF FINALISTS WAS HIGHER THAN THAT OF ALL OTHER NONWHITE FAMILIES AND IN THE OPINION OF THE JUDGES SHOWED A SMALL POSITIVE RELATIONSHIP TO ABILITY, (4) THE PARENTS OF NOMINATED STUDENTS HAD MORE EDUCATION THAN THOSE OF OTHER NONWHITE STUDENTS AND PARENTS' EDUCATION WAS FELT TO BE RELATED TO THE ABILITY OF THE NOMINEES, (5) NOMINATED STUDENTS MORE FREQUENTLY CAME FROM INTACT FAMILIES THAN DID OTHER NONWHITE STUDENTS, AND MORE FINALISTS AND WINNERS CAME FROM INTACT FAMILIES THAN DID THOSE NOT SELECTED, AND (6) FINALISTS TENDED TO BE AMONG THE OLDER CHILDREN IN THEIR FAMILIES. (EF)

ED 011 528

UD 001 214

DE FACTO SCHOOL SEGREGATION.

BY- ROSE, ARNOLD

NATIONAL CONF. OF CHRISTIANS AND JEWS, NEW YORK

PUB DATE MAY 64

EDRS PRICE MF-\$0.09 HC-\$1.40 35P.

DESCRIPTORS- \*DEFACTO SEGREGATION, \*INTEGRATION METHODS, \*SCHOOL SEGREGATION, BOARD OF EDUCATION POLICY, COURT LITIGATION, DEMONSTRATIONS (CIVIL), ENRICHMENT PROGRAMS, HISTORICAL REVIEWS, HOUSING DISCRIMINATION, NEGRO TEACHERS, NEIGHBORHOOD INTEGRATION, NEW YORK CITY, NORTHERN SCHOOLS, SCHOOL BOYCOTTS, SCHOOL LOCATION, SCHOOL ZONING, SOUTHERN SCHOOLS, STATE LAWS, STUDENT COSTS, TOKEN INTEGRATION, TRANSFER POLICY,

A WIDE RANGE OF ISSUES INVOLVED IN DE FACTO SCHOOL SEGREGATION ARE DISCUSSED IN THIS MONOGRAPH. A SECTION ON THE BACKGROUND AND NATURE OF THE PROBLEM DEALS WITH THE HISTORY OF SEGREGATION LAWS, RESTRICTIVE COVENANTS, RESIDENTIAL SEGREGATION, AND THE MANIPULATION OF PUPIL TRANSFERS AS AVOIDANCE MANEUVERS. ANOTHER SECTION DISCUSSES THE SOCIAL-PSYCHOLOGICAL ILLS OF SEGREGATION, THE TECHNIQUES OF TOKEN DESEGREGATION IN THE SOUTH, AND VARIOUS REASONS FOR WHITE NORTHERN RESISTANCE TO DESEGREGATION. SOME COURT CASES INVOLVING DE FACTO SEGREGATION ARE DETAILED AND INTERPRETED. IN A THIRD SECTION, A FOURTH DESCRIBES VARIOUS METHODS OF ABOLISHING DE FACTO SCHOOL SEGREGATION WHERE THERE IS RESIDENTIAL SEGREGATION--DIVISION BY GRADES (PRINCETON PLAN), REZONING SCHOOL BOUNDARIES AND SCHOOL RELOCATION, AND

VOLUNTARY AND COMPULSORY TRANSFERS. THE FINAL CHAPTER DEALS WITH EFFORTS TO ELIMINATE DE FACTO SEGREGATION, THROUGH BOYCOTTS AND PROTESTS, SCHOOL BOARD POLICIES, STATE LAWS AGAINST RACIALLY UNBALANCED SCHOOLS, AND COMPENSATORY AND ENRICHMENT PROGRAMS. THE AUTHOR CONCLUDES THAT DESPITE THE VARIETY OF MANIPULATIONS USED TO ACHIEVE SCHOOL DESEGREGATION THE ULTIMATE SOLUTION DEPENDS UPON RESIDENTIAL DESEGREGATION, WHICH IS AT THE HEART OF THE NATIONAL SEGREGATION PROBLEM. THIS DOCUMENT IS ALSO AVAILABLE FROM THE NATIONAL CONFERENCE OF CHRISTIANS AND JEWS, 43 WEST 87TH STREET, NEW YORK, NEW YORK 16, FOR \$0.75. (NH)

ED 011 529

UD 001 736

THE NEGRO IN AMERICAN HISTORY.

BY- COHEN, IRVING S.

NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.

REPORT NUMBER CURR-BULL-1964-65-SERIES-4 PUB DATE JUL 64

EDRS PRICE MF-\$0.27 HC-\$6.68 172P.

DESCRIPTORS- \*NEGRO HISTORY, \*NEGROES, \*SLAVERY, \*UNITED STATES HISTORY, \*AFRICAN CULTURE, AMERICAN HISTORY, BROOKLYN, CIVIL RIGHTS, CIVIL WAR (UNITED STATES), COLONIAL HISTORY (UNITED STATES), CONSTITUTIONAL HISTORY, CURRICULUM GUIDES, HISTORICAL REVIEWS, NEGRO ACHIEVEMENT, NEW YORK CITY, POLITICAL POWER, RECONSTRUCTION ERA,

THE STATED PURPOSE OF THIS CURRICULUM BULLETIN IS TO PROVIDE AN ACCOUNT OF THE NEGRO AS A PARTICIPANT IN THE HISTORY OF THE UNITED STATES TO AID TEACHERS IN RECOGNIZING AND RESPONDING TO OPPORTUNITIES IN THE SCHOOL CURRICULUM FOR GIVING INSTRUCTION ABOUT THE CONTRIBUTIONS OF MINORITY GROUPS TO AMERICAN LIFE. IT SPECIFICALLY DEALS WITH SOCIAL AND HISTORICAL FORCES WITHIN THE NEGRO COMMUNITY AND THEIR IMPACT ON NATIONAL AND WORLD EVENTS, WITH AN EMPHASIS ON THE HISTORY OF NEGROES IN NEW YORK CITY. INFORMATION BASED ON THE CURRENT SCHOLARLY CONSENSUS IS OFFERED ON SLAVERY IN THE OLD WORLD, THE AFRICAN BACKGROUND OF SLAVERY, THE SLAVE TRADE, AND THE NEGRO IN LATIN AMERICA. THE BULK OF THE BULLETIN IS DEVOTED TO A HISTORY OF THE AMERICAN NEGRO FROM 1619 TO THE PRESENT. A BIBLIOGRAPHY LISTS GENERAL WORKS AND STUDIES RELEVANT TO EACH CHAPTER OF THE BULLETIN. THIS DOCUMENT IS ALSO AVAILABLE FROM BOARD OF EDUCATION OF THE CITY OF NEW YORK, PUBLICATIONS SALES OFFICE, 110 LIVINGSTON ST., BROOKLYN, NEW YORK 11201, FOR \$1.00. (NH)

ED 011 530

UD 001 740

MEXICAN-AMERICAN STUDY PROJECT. REVISED PROSPECTUS AND INTERIM REPORT.

CALIFORNIA UNIV., LOS ANGELES

PUB DATE 25 FEB 65

EDRS PRICE MF-\$0.09 HC-\$0.40 12P.

DESCRIPTORS- \*ACCUULTURATION, \*MEXICAN AMERICANS, \*RESEARCH METHODOLOGY, \*SOCIOECONOMIC STATUS, LOS ANGELES, MEXICAN AMERICAN STUDY PROJECT, SOCIAL CHANGE, SOCIAL RELATIONS, SOCIAL STATUS, URBAN AREAS,

THE MEXICAN-AMERICAN STUDY PROJECT IS CONDUCTING INTERDISCIPLINARY, ANALYTICAL, AND DESCRIPTIVE RESEARCH TO EXAMINE THE SOCIOECONOMIC STATUS OF MEXICAN, SPANISH, AND MIXED INDIAN PEOPLE IN THE URBAN SOUTHWEST (IN 1960 SOME 3 1/2 MILLION). THERE ARE PLANS FOR AN EXTENSIVE INVESTIGATION



OF THE EXTENT THAT THESE GROUPS ARE INTEGRATED INTO AMERICAN LIFE AND OF THEIR INDIVIDUAL RESPONSES TO SOCIAL CHANGES DURING THE PROCESS OF INTEGRATION. WORK HAS BEGUN ON A REVIEW OF RELEVANT LITERATURE, A COMPREHENSIVE ANALYSIS OF 1950 AND 1960 CENSUS DATA, AND ON FIELD STUDIES OF DIFFERENT COMMUNITIES TO INVESTIGATE HOW THESE COMMUNITIES FUNCTION FOR THEIR MEXICAN-AMERICAN POPULATION. (NH)

ED 011 531

UD 001 855

REPORT ON EDUCATION TO THE GOVERNOR'S COMMISSION ON THE LOS ANGELES RIOTS.

BY- MARTYN, KENNETH A.

PUB DATE NOV 65

EDRS PRICE MF-\$0.27 HC-\$5.84 146P.

DESCRIPTORS- \*COMPARATIVE ANALYSIS, \*CULTURALLY ADVANTAGED, \*DISADVANTAGED SCHOOLS, \*PUBLIC SCHOOLS, ACADEMIC ACHIEVEMENT, ADMINISTRATOR ATTITUDES, CLASSROOMS, COUNSELING SERVICES, ELEMENTARY SCHOOLS, EXPENDITURES, HIGH SCHOOLS, INSTRUCTIONAL MATERIALS, INTELLIGENCE TESTS, LOS ANGELES, LUNCH PROGRAMS, PARENT ATTITUDES, PERFORMANCE, SCHOOL LIBRARIES, SCHOOL MAINTENANCE, SPECIAL SERVICES, TEACHER ATTITUDES, TEACHER EXPERIENCE, TEACHER QUALIFICATIONS, MATTS,

THE SCHOOLS IN DISADVANTAGED AND NONDISADVANTAGED AREAS OF LOS ANGELES WERE COMPARED IN THIS EXTENSIVE STUDY IN TERMS OF THE ACHIEVEMENT OF THE STUDENTS, THE CHARACTERISTICS OF THE SCHOOLS, AND PARENT AND TEACHER ATTITUDES. THE DATA, GATHERED THROUGH QUESTIONNAIRES AND INTERVIEWS, ARE SUMMARIZED IN 71 TABLES. THE MAJOR FINDINGS OF THE STUDY ARE THAT (1) THE STUDENTS IN THE DISADVANTAGED SCHOOLS HAD LOWER IQ AND ACHIEVEMENT SCORES AND LOWER RATES OF PERFORMANCE, (2) ALTHOUGH CLASS SIZE WAS SMALLER IN DISADVANTAGED SCHOOLS, THE BETTER-PREPARED TEACHERS TAUGHT IN THE OTHER SCHOOLS, WHICH ALSO HAD THE GREATER PROPORTION OF PERMANENT TEACHERS. THE PERCENTAGE OF SUBSTITUTES WAS GREATEST IN MATTS, THE SCENE OF RIOTS IN 1965. SCHOOLS IN BOTH AREAS HAD BEEN TREATED EQUALLY IN BUILDING MAINTENANCE AND IN AVAILABILITY OF INSTRUCTIONAL MATERIAL, AND ALTHOUGH MORE SPECIAL SCHOOL SERVICES WERE AVAILABLE IN DISADVANTAGED SCHOOLS, ALL OF THE SCHOOLS WITHOUT OPERATING CAFETERIAS WERE LOCATED IN DISADVANTAGED AREAS, AND (3) A HIGHER PERCENTAGE OF TEACHERS IN DISADVANTAGED SCHOOLS WERE EAGER TO CHANGE THEIR ASSIGNMENTS, FELT THEIR STUDENTS TO BE UNMOTIVATED, RATED PARENTS AS UNINVOLVED, AND FELT THAT THE CENTRAL ADMINISTRATION WAS UNINTERESTED. SOME RECOMMENDATIONS FOR IMPROVING THE EDUCATION OF THE DISADVANTAGED ARE GIVEN, AND 67 PAGES OF APPENDICES ARE INCLUDED. (BD)

ED 011 532

UD 002 503

FREE CHOICE OPEN ENROLLMENT - ELEMENTARY SCHOOLS.

BY- FOX, DAVID J.

CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

PUB DATE 31 AUG 66

EDRS PRICE MF-\$0.18 HC-\$4.36 108P.

DESCRIPTORS- \*ELEMENTARY SCHOOLS, \*EVALUATION, \*FREE CHOICE TRANSFER PROGRAMS, \*OPEN ENROLLMENT, ADMINISTRATOR ATTITUDES, ASPIRATIONS, ATTENDANCE, BUS TRANSPORTATION, DATA COLLECTION, ESSEA TITLE I PROGRAMS, FRIENDSHIP, MINORITY GROUP CHILDREN, NEW YORK CITY, QUESTIONNAIRES, READING ACHIEVEMENT, RESEARCH METHODOLOGY, SOCIAL RELATIONS, STUDENT ATTITUDES, STUDENT

BEHAVIOR, TEACHER ATTITUDES, TEACHING QUALITY,

THIS EVALUATIVE REPORT OF A FREE CHOICE-OPEN ENROLLMENT PROGRAM, IN WHICH MINORITY GROUP CHILDREN HAD THE OPPORTUNITY TO TRANSFER TO SCHOOLS OUTSIDE THEIR NEIGHBORHOODS, RECORDED THE RESPONSES OF THE ELEMENTARY SCHOOL STUDENTS AND TEACHERS IN THE RECEIVING AND SENDING SCHOOLS. ASSESSMENT OF THE PROGRAM WAS BASED ON 2-DAY VISITS TO 63 SCHOOLS TO GATHER OBSERVATIONAL, INTERVIEW, SOCIO-METRIC, AND SCHOOL RECORDED DATA. BECAUSE OF LIMITED TIME, MATERIAL ON THE PARENTS' ATTITUDE TOWARD THE PROGRAM AND THEIR EVALUATION OF ITS EFFECTIVENESS WAS NOT OBTAINED. GENERAL FINDINGS INDICATED LITTLE CHANGE IN THE READING ABILITY OF THE PROGRAM CHILDREN WHEN COMPARED WITH THAT OF STUDENTS REMAINING IN THE SENDING SCHOOLS. GAINS WERE OBSERVED, HOWEVER, IN SOCIAL RELATIONS, AS THERE WAS FRIENDLY INTERACTION AMONG ETHNIC GROUPS IN MOST RECEIVING SCHOOLS. BOTH PROGRAM CHILDREN AND THOSE IN THE RECEIVING SCHOOLS HAD POSITIVE IMPRESSIONS OF SCHOOL, CLASS, AND SOCIAL SITUATIONS, BUT THE STAFF FELT THAT THEIR JOB HAD BECOME MORE DIFFICULT AND THAT SCHOOL DISCIPLINE HAD DECLINED. THE PROGRAM HAD SUCH ADMINISTRATIVE DIFFICULTIES AS LACK OF BUS SUPERVISION, INSUFFICIENT ORIENTATION FOR PARTICIPANTS (PARENTS AND CHILDREN), POOR COORDINATION BETWEEN RECEIVING AND SENDING SCHOOLS, AND NOT ENOUGH PERSONNEL FOR REMEDIAL WORK IN THE RECEIVING SCHOOLS. (NC)

ED 011 533

UD 002 681

THE WORLD OF EDUCATION AND THE BOARD OF EDUCATION, CITY OF NEW YORK. PROGRESS REPORT.

MOBILIZATION FOR YOUTH INC., NEW YORK, N.Y.

NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.

PUB DATE 16 MAR 64

EDRS PRICE MF-\$0.09 HC-\$1.24 31P.

DESCRIPTORS- \*DISADVANTAGED YOUTH, \*EDUCATIONAL PROGRAMS, \*INTERDISCIPLINARY APPROACH, ATTENDANCE, BROOKLYN, CURRICULUM DEVELOPMENT, CURRICULUM PLANNING, EDUCATIONAL GUIDANCE, ELEMENTARY EDUCATION, ENRICHMENT PROGRAMS, HOMEWORK, INSERVICE TEACHER EDUCATION, JUNIOR HIGH SCHOOLS, NEW YORK CITY, PRESCHOOL EDUCATION, PROJECT BEACON, READING CLINICS, READING IMPROVEMENT, SOCIAL SERVICES, SUMMER PROGRAMS, TEACHER EDUCATION, TUTORING,

IN A REPORT ON THE CURRENT STATUS OF PROGRAMS BEING COOPERATIVELY DEVELOPED BY MOBILIZATION FOR YOUTH AND THE NEW YORK CITY BOARD OF EDUCATION, THE FOLLOWING ACTIVITIES ARE DESCRIBED--(1) INSERVICE EDUCATION COURSES FOR TEACHERS, (2) DEVELOPMENTS IN TEACHER TRAINING, (3) CURRICULUM PLANNING AND DEVELOPMENT, (4) CORRECTIVE READING PROGRAMS, (5) THE HOMEWORK HELPER PROGRAM, (6) EARLY CHILDHOOD AND PRESCHOOL PROGRAMS, (7) GUIDANCE AND ATTENDANCE PROGRAMS, (8) SCHOOL SOCIAL WORK PROGRAMS, (9) THE EDUCATIONAL GUIDANCE AND TUTORING PROGRAM, AND (10) LIAISON WITH BOARD OF EDUCATION GROUPS. (JL)

ED 011 534

UD 002 701

A PROJECT TO DEVELOP A CURRICULUM FOR DISADVANTAGED STUDENTS IN THE INTERMEDIATE SCHOOL (MIDDLE SCHOOL).

BY- LONG, CHARLES M.

CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

PUB DATE 1 NOV 66

EDRS PRICE MF-\$0.18 HC-\$4.36 114P.

DESCRIPTORS- \*CURRICULUM DEVELOPMENT, \*DISADVANTAGED YOUTH, \*MIDDLE SCHOOLS, \*PROGRAM EVALUATION, ACADEMIC ACHIEVEMENT, ART, CURRICULUM GUIDES, DATA COLLECTION, DISADVANTAGED PUERTO RICANS, ECONOMICALLY DISADVANTAGED, EDUCATIONAL QUALITY, ENGLISH CURRICULUM, ESEA TITLE I PROGRAMS, HEALTH EDUCATION, HISTORY, INDUSTRIAL ARTS, LANGUAGES, MATHEMATICS CURRICULUM, MUSIC, NEW YORK CITY, PUERTO RICANS, SCIENCE CURRICULUM, SOCIAL STUDIES, STUDENT MOBILITY, TEACHING METHODS, TYPEWRITING, URBAN SCHOOLS,

THE BOARD OF EDUCATION TASK FORCE REPORTS ON THE DEVELOPMENT OF CURRICULUMS FOR INTERMEDIATE (MIDDLE) SCHOOLS ARE EVALUATED IN THIS STUDY. A TEAM OF EDUCATORS AND CONTENT SPECIALISTS EXAMINED THE MATERIAL WITHIN THE FRAMEWORK OF SPECIALLY PREPARED GUIDELINES AND THE PREVIOUSLY STATED OBJECTIVES FOR MIDDLE SCHOOLS--TO DEVELOP THE INSIGHTS, UNDERSTANDINGS, AND APPRECIATIONS NECESSARY FOR THE UNDERPRIVILEGED CHILD TO LIVE COMPETENTLY IN A LARGE CITY AND TO PLAN EFFECTIVE CURRICULUMS IN MATHEMATICS, SCIENCE, FOREIGN LANGUAGES, TYPEWRITING, ENGLISH, LANGUAGE ARTS, HISTORY, SOCIAL SCIENCES, ART, MUSIC, URBAN LIVING, INDUSTRIAL ARTS, AND HEALTH EDUCATION. IN ADDITION, THE CURRICULUMS ARE APPRAISED IN RELATION TO THE IDEAS AND PRACTICES OF FIVE SELECTED, DESEGREGATED NEW YORK CITY SCHOOLS WHICH SERVE DISADVANTAGED CHILDREN AND ARE MEETING MIDDLE SCHOOL OBJECTIVES SUCCESSFULLY. COMPARISONS ARE MADE ALSO WITH CURRICULUM DEVELOPMENTS IN LOS ANGELES, CHICAGO, AND PHILADELPHIA. RECOMMENDATIONS FOR IMPROVING THE CURRICULUM PROJECT AND THE IMPLEMENTATION OF THE MIDDLE SCHOOL CONCEPT ARE INCLUDED. THE APPENDICES CONTAIN A STUDY OF THE ACADEMIC ACHIEVEMENT OF THE PUPILS IN THE FIVE INTEGRATED SCHOOLS, THE SUGGESTED GUIDELINES FOR USE BY SPECIALISTS IN DEVELOPING THE NEW CURRICULUMS, AND THE ACTUAL EVALUATIONS OF THE AVAILABLE TASK FORCE REPORTS. (NH)

ED 011 535

UD 002 703

A SPECIAL ENRICHMENT PROGRAM GEARED TO EXCELLENCE FOR SCHOOLS IN TRANSITIONAL AREAS.

BY- HELLER, BARBARA  
CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

PUB DATE 31 AUG 66

EDRS PRICE MF-\$0.10 HC-\$2.60 67P.

DESCRIPTORS- \*ENRICHMENT PROGRAMS, \*PROGRAM EVALUATION, \*SPECIAL SERVICES, \*TRANSITIONAL SCHOOLS, ACHIEVEMENT TESTS, ATTENDANCE, CLASS SIZE, COUNSELING SERVICES, ELEMENTARY SCHOOLS, ESEA TITLE I PROGRAMS, ETHNIC DISTRIBUTION, GUIDANCE SERVICES, JUNIOR HIGH SCHOOLS, LIBRARY SERVICES, NEW YORK CITY, QUESTIONNAIRES, RACIAL DISTRIBUTION, RATING SCALES, READING IMPROVEMENT, SCHOOL PERSONNEL, SPECIALISTS,

A PROGRAM WHICH PROVIDED SUPERIOR EDUCATIONAL SERVICES TO ELEMENTARY AND JUNIOR HIGH SCHOOLS WAS EVALUATED. THE SPECIAL SERVICES WERE PROVIDED SO THAT THE WHITE MIDDLE CLASS EXODUS FROM THESE SCHOOLS, IN WHICH EDUCATIONAL ACHIEVEMENT STANDARDS MAY HAVE FALLEN, WOULD BE CURTAILED. AS PART OF THE PROGRAM, ADDITIONAL PROFESSIONAL PERSONNEL WERE ALLOTTED TO 116 SELECTED SCHOOLS TO REDUCE CLASS SIZE, OFFER CORRECTIVE READING PROGRAMS, PROVIDE TEACHING BY SUBJECT SPECIALISTS, SET UP GUIDANCE CLASSES AND INCREASE COUNSELING SERVICES, EXPAND THE LIBRARIES, AND FACILITATE SPECIAL CLASSES AND CLUBS. THE PROGRAM EVALUATION WAS BASED ON MATERIAL PROVIDED

BY THE BOARD OF EDUCATION--PRINCIPALS' QUESTIONNAIRES, SCALES FOR TEACHERS' RATING OF PUPILS, AND SCHOOL DATA ON ETHNIC COMPOSITION, READING AND ARITHMETIC ACHIEVEMENT, CLASS SIZE, AND ATTENDANCE. MOST OF THE PRINCIPALS AND TEACHERS FELT POSITIVELY ABOUT THE PROGRAM'S EFFECTIVENESS (THE IMPROVED READING PERFORMANCE, DEVELOPMENT OF A MUSIC PROGRAM, SMALLER CLASSES, AND MORE PREPARATION TIME FOR TEACHERS), ALTHOUGH THE AUTHOR FELT THAT INTERIM DATA DID NOT APPEAR TO JUSTIFY SUCH OPTIMISM. LACKING 1966 ETHNIC CENSUS FIGURES, THE AUTHOR WAS UNABLE TO EVALUATE THE SUCCESS OF THE PRIMARY GOAL--TO STEM THE WHITE MIDDLE-CLASS EXODUS. IN ADDITION, THE INSTRUMENTS USED IN THE STUDY WERE NOT SUFFICIENTLY INCLUSIVE AND THE TEST DATA LACKED ADEQUATE CONTROL FEATURES. (NH)

ED 011 536

UD 002 704

REPORT OF JOINT PLANNING COMMITTEE FOR MORE EFFECTIVE SCHOOLS TO THE SUPERINTENDENT OF SCHOOLS.

BY- O'DALY, ELIZABETH C. AND OTHERS  
NEW YORK CITY PUBLIC SCHOOLS, BROOKLYN, N.Y.

PUB DATE 15 MAY 64

EDRS PRICE MF-\$0.09 HC-\$1.06 27P.

DESCRIPTORS- \*DISADVANTAGED YOUTH, \*SCHOOL INTEGRATION, \*SCHOOL PERSONNEL, \*SPECIAL PROGRAMS, BROOKLYN, CLASS SIZE, EDUCATIONAL EQUIPMENT, EDUCATIONAL FACILITIES, EDUCATIONAL RESEARCH, EXCEPTIONAL CHILDREN, EXTENDED SCHOOL DAY, GRADE 1, GRADE 2, GRADE 3, GRADE 4, GRADE 5, INSTRUCTIONAL MATERIALS, KINDERGARTEN, MORE EFFECTIVE SCHOOLS PROGRAM, NEW YORK CITY, PARENT SCHOOL RELATIONSHIP, PRESCHOOL EDUCATION, SCHOOL COMMUNITY RELATIONSHIP, STUDENT PLACEMENT,

A PLAN IS PROPOSED BY REPRESENTATIVES OF THE SCHOOL SUPERINTENDENT, THE TEACHERS' UNION, AND SUPERVISOR ORGANIZATIONS FOR A PROGRAM THAT WILL PROVIDE IMPROVED, INTEGRATED EDUCATION FOR DISADVANTAGED PUPILS. THE PROGRAM, TO BE ESTABLISHED IN VARIOUS CITY AREAS, WILL OFFER PREKINDERGARTEN CLASSES, AN EXTENDED SCHOOL DAY, AND REDUCED CLASS SIZE. INNOVATIVE METHODS, MODERN MATERIALS, AND ENRICHMENT WILL BE OFFERED BY AN EXPANDED STAFF WHO WILL BE GIVEN OPPORTUNITIES FOR PROFESSIONAL GROWTH. SPECIAL PROVISIONS WILL BE MADE FOR EXCEPTIONAL CHILDREN. CITY AGENCIES AND SCHOOL ADMINISTRATORS WILL BE ENCOURAGED TO COOPERATE IN OVERCOMING THE EFFECTS OF FAMILY MOBILITY ON EDUCATION BY ENCOURAGING PUPILS TO REMAIN IN THEIR ORIGINAL SCHOOLS. THE SCHOOL PLANT WILL BE MAXIMALLY USED AND LOCATED SO AS TO ACHIEVE INTEGRATION, AND OUTSIDE FACILITIES WILL BE AVAILABLE IF THEY ARE NEEDED. A SPECIALIST AT EACH SCHOOL WILL HELP TO PROMOTE GOOD HUMAN RELATIONS AMONG PUPILS, STAFF, AND COMMUNITY, AND PARENT ASSOCIATIONS AND COMMUNITY ORGANIZATIONS WILL HELP TO MOBILIZE COMMUNITY INVOLVEMENT. (NH)

ED 011 537

UD 002 714

THE SCHOOLS AND URBAN RENEWAL, A CASE STUDY FROM NEW HAVEN.

BY- FERRER, TERRY  
EDUCATIONAL FACILITIES LABS, INC., NEW YORK, N.Y.

REPORT NUMBER EFL-CASE STUDY-8

PUB DATE 62

EDRS PRICE MF-\$0.09 HC-\$0.80 22P.

DESCRIPTORS- \*SCHOOL CONSTRUCTION, \*URBAN RENEWAL, CONSTRUCTION COSTS, ELEMENTARY SCHOOLS, GRADE ORGANIZATION, HIGH SCHOOLS, MIDDLE SCHOOLS, NEW HAVEN, NEW YORK CITY,

## SCHOOL DESIGN, SCHOOL LOCATION,

THE SPECIFIC ARCHITECTURAL PLANS FOR NEW SCHOOLS TO BE BUILT AS PART OF AN URBAN RENEWAL PROJECT IN NEW HAVEN ARE BRIEFLY DISCUSSED. OVER A 9-YEAR PERIOD 14 OBSOLETE SCHOOLS WILL BE REPLACED, TWO OTHERS AND ONE ANNEX WILL BE ABANDONED, AND 15 NEW SCHOOLS WILL BE BUILT. THESE CHANGES WILL BE BROUGHT ABOUT THROUGH COOPERATIVE PLANNING AMONG CITY OFFICIAL, THE COMMUNITY, AND THE BOARD OF EDUCATION, WHICH, COMBINED WITH FEDERAL URBAN RENEWAL PROJECTS, WILL ALLOW ONE OUT OF EVERY THREE SCHOOLS TO BE BUILT "FREE." THIS WILL BE POSSIBLE BECAUSE FUNDS SAVED BY PURCHASING SITES LOCATED IN RENEWAL AREAS WILL BE USED FOR THE CONSTRUCTION OF MORE SCHOOLS. THIS DOCUMENT IS ALSO AVAILABLE FROM THE OFFICES OF EDUCATIONAL FACILITIES LABORATORIES, 477 MADISON AVENUE, NEW YORK, NEW YORK 22. (JL)

ED 011 538

UD 002 741

THE 1965 CAPAHOSIC HOUSING CONFERENCE REPORT. (HOLLY KNOLL, CAPAHOSIC, MAY 26-28, 1965).

BY- FISHER, MARGARET

NATIONAL COMMITTEE AGAINST DISCRIM. IN HOUSING

PUB DATE OCT 65

EDRS PRICE MF-\$0.09 HC-\$1.20 30P.

DESCRIPTORS- \*CONFERENCES, \*HOUSING DISCRIMINATION, \*HOUSING OPPORTUNITIES, \*INTEGRATION METHODS, \*MINORITY GROUPS, BALTIMORE, BOSTON, CITY GOVERNMENT, COMMUNITY ORGANIZATIONS, DISTRICT OF COLUMBIA, FEDERAL GOVERNMENT, GHETTOS, HOUSING INDUSTRY, LEGISLATION, LOW RENT HOUSING, MIDDLE INCOME HOUSING, NEGRO HOUSING, NEIGHBORHOOD IMPROVEMENT, NEW YORK CITY, PUBLIC HOUSING, SAN FRANCISCO BAY AREA, STATE GOVERNMENT, URBAN SLUMS, VIRGINIA.

DECIDING THAT THE PROBLEMS OF THE RACIAL GHETTO ARE AT THE CORE OF THE CURRENT URBAN AMERICAN CRISIS, THIS CONFERENCE EXAMINED AND EVALUATED CURRENT ACTION PROGRAMS TO ACHIEVE INTEGRATED HOUSING AND EXPLORED NEW WAYS TO SPEED MINORITY GROUPS OUT OF GHETTOS INTO ALL URBAN AND SUBURBAN AREAS. THE CONFEREES CITED SEVERAL RECOMMENDATIONS FROM THE DISCUSSIONS--(1) THERE SHOULD BE AN INCREASE IN THE SUPPLY OF LOW AND MIDDLE INCOME HOUSING IN WHITE NEIGHBORHOODS, (2) REHABILITATION PROGRAMS SHOULD BE INSTITUTED IN OLDER NEIGHBORHOODS ABOUT TO BECOME SLUMS, (3) GOVERNMENT AT ALL LEVELS SHOULD INSURE THAT PUBLIC HOUSING PROJECTS ARE LOCATED ON SITES WHICH WILL FURTHER INTEGRATION, (4) STANDARD MUNICIPAL SERVICES SHOULD BE AVAILABLE IN NONWHITE NEIGHBORHOODS, (5) PROFIT-MAKING SHOULD BE TAKEN OUT OF GHETTO REAL ESTATE DEALINGS BY ENFORCING HOUSING CODES, AND (6) THE NEGRO SHOULD BE EDUCATED TO BELIEVE THAT GOOD HOUSING IS INTEGRATED HOUSING. PRESENTLY, OPEN HOUSING PROGRAMS, WITH THE SUPPORT OF FAIR HOUSING LEGISLATION, ARE OPERATING IN BALTIMORE, BOSTON, NEW YORK CITY, SAN FRANCISCO BAY AREA, WASHINGTON, AND ELSEWHERE. THESE PROGRAMS OFFER PROFESSIONAL AID AND INFORMATION TO PEOPLE SEEKING HOUSES AND HELP IN THE FORMATION OF FAIR HOUSING COMMITTEES IN WHITE NEIGHBORHOODS. IT WAS AGREED THAT GOVERNMENT AGENCIES SHOULD TAKE A MORE ACTIVE ROLE IN ENCOURAGING OPEN HOUSING, BUT UNTIL THEY DO SO PRIVATE AGENCIES MUST MAKE THIS EFFORT. THIS DOCUMENT IS ALSO AVAILABLE FROM THE NATIONAL COMMITTEE AGAINST DISCRIMINATION IN HOUSING, CENTER FOR FAIR HOUSING, 323 LEXINGTON AVENUE, NEW YORK, NEW YORK 10016, FOR \$0.50. (NH)

ED 011 539

UD 002 749

ACTION TOWARD QUALITY INTEGRATED EDUCATION.

NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.

PUB DATE 28 MAY 64

EDRS PRICE MF-\$0.09 HC-\$1.24 31P.

DESCRIPTORS- \*EDUCATIONAL QUALITY, \*ETHNIC DISTRIBUTION, \*SCHOOL INTEGRATION, \*URBAN SCHOOLS, BROOKLYN, COMPREHENSIVE HIGH SCHOOLS, EDUCATIONAL FACILITIES, EMOTIONALLY DISTURBED CHILDREN, FEEDER PATTERNS, JUNIOR HIGH SCHOOLS, KINDERGARTEN, MINORITY GROUP TEACHERS, NEW YORK CITY, PRESCHOOL EDUCATION, PRIMARY GRADES, SCHOOL ZONING, SENIOR HIGH SCHOOLS, TEACHER ORIENTATION, TRANSFER STUDENTS.

THE NEW YORK CITY BOARD OF EDUCATION HAS SEVERAL PLANS FOR ACHIEVING BETTER ETHNIC DISTRIBUTION IN THE SCHOOLS--(1) TRANSFERRING EIGHTH GRADERS IN 10 JUNIOR HIGH SCHOOLS TO MORE INTEGRATED HIGH SCHOOLS, (2) SHIFTING SIXTH GRADERS TO THE 10 JUNIOR HIGH SCHOOLS, (3) PAIRING ELEMENTARY SCHOOLS UNDER COMMUNITY ZONING PLANS, (4) CHANGING FEEDER PATTERNS, (5) INSTITUTING SOME DISTRICT-DEVELOPED RATHER THAN COMMUNITY ZONING PLANS (WHERE THE LATTER WERE NOT APPROVED LOCALLY), (6) CONTINUING FREE CHOICE TRANSFERS, AND (7) CLOSING ONE HIGH SCHOOL AND REDESIGNING FOUR OTHERS AS COMPREHENSIVE HIGH SCHOOLS. ADDITIONAL SERVICES WILL BE SUPPLIED TO THE PRIMARY AND JUNIOR HIGH SCHOOLS. OTHER EFFORTS INVOLVE A NEWLY CREATED PROFESSIONAL "COMMITTEE ON SECONDARY EDUCATION" TO SCRUTINIZE THE ENTIRE PATTERN OF JUNIOR AND SENIOR HIGH SCHOOL EDUCATION, A REEXAMINATION OF CURRENT AND PROJECTED BUILDING PLANS, THE DEVELOPMENT OF SCHEMES FOR AN EDUCATIONAL PARK, AND THE RECRUITMENT AND ADVANCEMENT OF MINORITY GROUP TEACHERS. QUALITY EDUCATION FURTHER WILL BE ENCOURAGED BY INCREASING CLASS TIME, ADDING KINDERGARTENS AND PREKINDERGARTENS, CREATING FIVE EDUCATIONAL COMPLEXES, PROVIDING ADDITIONAL STAFF AND SUPPLIES FOR PAIRED SCHOOLS AND FOR JUNIOR HIGH SCHOOLS WITH CHANGED FEEDER PATTERNS, AND STRENGTHENING COOPERATION BETWEEN THE SCHOOL SYSTEM AND LOCAL TEACHER TRAINING SCHOOLS. (NH)

ED 011 540

UD 002 752

GROUP WORK WITH AFDC MOTHERS AND THEIR DAUGHTERS.

BY- FAUNCE, R. W. MURTON; BONNIE J.

HENNEPIN COUNTY COMMUNITY HEALTH AND WELFARE COUNCIL

PUB DATE OCT 64

EDRS PRICE MF-\$0.16 HC-\$5.16 70P.

DESCRIPTORS- \*BEHAVIOR PROBLEMS, \*CHILDREN, \*FAMILY RELATIONSHIPS, \*GROUP THERAPY, \*MOTHERS, AID TO FAMILIES WITH DEPENDENT CHILDREN (AFDC), BIG SISTERS AGENCY, CHILD REARING, COMMUNICATION PROBLEMS, DELINQUENCY PREVENTION, FEMALES, MINNEAPOLIS, ONE PARENT FAMILY, PARENT EDUCATION, PROGRAM EVALUATION, PROGRAM IMPROVEMENT, SLUM ENVIRONMENT, YOUTH DEVELOPMENT PROJECT.

A SERVICE PROGRAM FOR MOTHER-DAUGHTER GROUPS WHICH WAS ESTABLISHED AS PART OF A DELINQUENCY PREVENTION PROGRAM IS DESCRIBED AND EVALUATED IN THIS REPORT. THE PROGRAM WAS SET UP TO REDUCE COMMUNICATION BARRIERS BETWEEN THE MOTHERS AND DAUGHTERS AND TO HELP THE MOTHERS COPE WITH THE CHILD-REARING PROBLEMS OF POOR, ONE-PARENT FAMILIES. ALL OF THE MOTHERS EXCEPT ONE WERE RECEIVING AID TO FAMILIES OF DEPENDENT CHILDREN (AFDC) AND ALL OF THE GIRLS WERE IN EITHER THE FIFTH



OR SIXTH GRADE. ONE SET OF MOTHERS AND DAUGHTERS WAS REFERRED BY THE SCHOOLS BECAUSE THE GIRLS HAD BEHAVIOR PROBLEMS (THE SCHOOL GROUP), AND THE OTHER SET WAS SUGGESTED BY THE AFDC CASEWORKER (THE AFDC GROUP). THE GROUP WORKER FOR THE SCHOOL GROUP USED A RECREATION-ACTIVITY THERAPY APPROACH, WHEREAS THE CASEWORKER FOR THE AFDC GROUP USED A METHOD SIMILAR TO A FAMILY EDUCATION APPROACH. OPERATIONAL DIFFICULTIES MADE IT IMPRACTICAL TO EVALUATE SYSTEMATICALLY THE HYPOTHESIS THAT IMPROVING COMMUNICATION WOULD BENEFIT FAMILY RELATIONSHIPS. DISCUSSIONS OF THE PROBLEM, THE PURPOSE AND METHODS OF THE PROGRAM, RESULTS, AND RECOMMENDATIONS AND OBSERVATIONS ARE INCLUDED IN A GENERAL SECTION, WHILE ASPECTS OF ADMINISTRATION, STAFFING, BUDGET, OPERATING STATISTICS, COMMUNITY INVOLVEMENT, AND EVALUATION METHODS MAKE UP A SECOND PART. (NH)

ED 011 541

UD 002 913

THE NONPROFESSIONAL IN SOCIAL WELFARE--DIMENSIONS AND ISSUES.  
BY- DENHAM, WILLIAM H.

PUB DATE 2 DEC 66

EDRS PRICE MF-\$0.09 HC-\$1.00 25P.

DESCRIPTORS- \*MANPOWER DEVELOPMENT, \*NONPROFESSIONAL PERSONNEL, \*SOCIAL WORKERS, \*BOSTON, \*ECONOMICALLY DISADVANTAGED, \*JOB TRAINING, \*JOBS, \*LOWER CLASS, \*MIDDLE CLASS, \*PERSONNEL SELECTION, \*RECRUITMENT, \*SOCIAL WELFARE, \*SUBPROFESSIONALS, \*WELFARE AGENCIES.

BECAUSE THERE IS A MANPOWER SHORTAGE IN SOCIAL WORK, THE AUTHOR CONCLUDED THAT INDIGENOUS NONPROFESSIONALS SHOULD BE USED TO PERFORM BOTH TRADITIONAL AND NEW SOCIAL WELFARE FUNCTIONS. THE AUTHOR FELT THAT, ALTHOUGH WIDELY USED, THE TERM "NONPROFESSIONAL" IS INADEQUATE AND IMPLIES THE OCCUPATIONAL STATUS GAP BETWEEN MIDDLE CLASS SUBPROFESSIONALS AND LOWER CLASS AUXILIARIES. THERE IS A NEED FOR A CLASSIFICATION OF THE CAPACITIES AND THE DEVELOPMENT POTENTIAL OF THE NONPROFESSIONAL POPULATION AND OF THE REQUIREMENTS FOR JOBS. SOCIAL WORK POLICY PLANNING MUST REALISTICALLY RECOGNIZE THE NEED FOR "RISK REDUCTION" RATHER THAN "RISK ELIMINATION" IN THE QUANTITY AND QUALITY OF SERVICE SO THAT IT CAN CONTINUE TO BE GIVEN. THERE ARE FOUR STRUCTURAL FEATURES RELEVANT TO A PROGRAM FOR NONPROFESSIONALS--(1) GOAL FORMULATION, WHOSE OBJECTIVES ARE DEVELOPING EMPLOYABILITY, PROVIDING EMPLOYMENT, AND STIMULATING INSTITUTIONAL (INTRA-AGENCY) CHANGE, (2) JOB DEVELOPMENT, WHICH INCLUDES THE DEFINITIONS OF ROLES AND FUNCTIONS AT THE ENTRY POINT AND AFTER TRAINING AS WELL AS THE INSTITUTIONALIZATION OF THESE ROLES, (3) RECRUITMENT AND SELECTION, WHICH IS ESPECIALLY DIFFICULT AMONG THE HARD CORE POOR, WHOSE JOB NEEDS ARE GREATEST, AND (4) TRAINING, WHICH IS RELATED TO GOALS AND REQUIRES DEVELOPING A PROGRAM WITH APPROPRIATE METHODS. THIS WORKING PAPER WAS PREPARED FOR THE INSTITUTE ON THE NEW NONPROFESSIONAL, MASSACHUSETTS STATE CONFERENCE OF SOCIAL WELFARE, BOSTON, DECEMBER 2, 1966. (NH)

ED 011 542

UD 003 229

THE LOW-INCOME NON-PROFESSIONAL, AN OVERVIEW OF HIS ROLE IN THE PROGRAM.  
BY- BRAGER, GEORGE  
MOBILIZATION FOR YOUTH INC., NEW YORK, N.Y.

PUB DATE MAY 64

EDRS PRICE MF-\$0.09 HC-\$0.84 21P.

DESCRIPTORS- \*INDIGENOUS PERSONNEL, \*LOW INCOME GROUPS, \*NONPROFESSIONAL PERSONNEL, \*SOCIAL WORKERS, \*COMMUNITY ATTITUDES, \*COMMUNITY DEVELOPMENT PROJECT, \*COMMUNITY INVOLVEMENT, \*COMMUNITY ORGANIZATIONS, \*ECONOMICALLY DISADVANTAGED, \*EMPLOYMENT OPPORTUNITIES, \*MIDDLE CLASS VALUES, \*NEW YORK CITY, \*PARENT EDUCATION AIDE UNIT, \*PEER ACCEPTANCE, \*SOCIAL WELFARE, \*VISITING HOMEWORKER SERVICE, \*VOCATIONAL DEVELOPMENT.

THE USE OF LOW INCOME NONPROFESSIONAL WORKERS IN SOCIAL SERVICES WAS FOUND TO BENEFIT BOTH THE WORKER AND THE SOCIAL WELFARE AGENCY. FIRST, IT INCREASES THE VOCATIONAL OPPORTUNITIES FOR THE SLUM DWELLER AND PROVIDES HIM WITH THE PSYCHOLOGICAL SUPPORT OF A SATISFYING JOB. SECOND, THE LOW INCOME NONPROFESSIONAL AS A "SOCIAL CLASS MEDIATOR" FACILITATES EASIER COMMUNICATION AND, CONSEQUENTLY, THE GREATER INVOLVEMENT OF OTHER URBAN SLUM RESIDENTS IN A SOCIAL WELFARE PROGRAM. MOBILIZATION FOR YOUTH (MFY) IN NEW YORK CITY EMPLOYS NONPROFESSIONALS IN THREE PROGRAMS--THE PARENT EDUCATION AIDE UNIT, THE COMMUNITY DEVELOPMENT PROGRAM, AND THE VISITING HOMEWORKER SERVICE. MFY'S CRITERIA IN HIRING NONPROFESSIONALS ARE (1) EXPERTISE IN THE ACTIVITIES OF A PARTICULAR PROGRAM, (2) IDENTIFICATION WITH OTHER LOWER CLASS PEOPLE, AND (3) AN ACTION-ORIENTATION, THAT IS, A BELIEF IN GROUP SOLUTIONS TO THE PROBLEMS OF MINORITY GROUP STATUS AND POVERTY. SHARING MUTUAL INTERESTS WITH THE CLIENTS, AND UNENCUMBERED BY PROFESSIONAL ROLES, THE NONPROFESSIONAL TENDS TO BE MORE DIRECT AND REALISTIC IN DEALING WITH CLIENTS THAN THE PROFESSIONAL. CAREFUL ORGANIZATION CAN MINIMIZE THE COMPETITION BETWEEN THE NONPROFESSIONAL AND HIS HIGHER STATUS COLLEAGUES AND CAN DISCOURAGE THE FORMER FROM BECOMING POOR COPIES OF THEIR PROFESSIONAL SUPERVISORS. ALTHOUGH INSTITUTIONAL RIGIDITIES HAVE SOMETIMES LIMITED THEIR USEFULNESS, NONPROFESSIONALS HAVE CONTRIBUTED SUBSTANTIALLY TO MFY PROGRAMS. (TD)

ED 011 543

UD 003 493

RATIONALE FOR A CULTURALLY BASED PROGRAM OF ACTION AGAINST POVERTY AMONG NEW YORK PUERTO RICANS.

BY- DONILLA, FRANK

PUB DATE OCT 64

EDRS PRICE MF-\$0.09 HC-\$0.96 24P.

DESCRIPTORS- \*ECONOMICALLY DISADVANTAGED, \*FAMILY RELATIONSHIP, \*POVERTY PROGRAMS, \*PUERTO RICAN CULTURE, \*BILINGUALISM, \*COMMUNITY PROBLEMS, \*CULTURAL BACKGROUND, \*CULTURAL FACTORS, \*LANGUAGE PATTERNS, \*MIGRANT PROBLEMS, \*MUSIC ACTIVITIES, \*NEW YORK CITY, \*RACE RELATIONS, \*RACIAL ATTITUDES, \*RACIAL CHARACTERISTICS, \*SEX DIFFERENCES.

THE WRITER TOOK THE POSITION THAT ANY ACTION PROGRAM TO CHANGE THE POVERTY CONDITIONS OF NEW YORK CITY PUERTO RICANS SHOULD BE BASED ON KNOWLEDGE OF THEIR CULTURAL LIFE. THERE EXISTS AMONG PUERTO RICANS A SENSE OF ETHNIC IDENTIFICATION AND UNITY WHICH AFFECTS THEIR BEHAVIOR WITHIN THE LARGER COMMUNITY. ONE FACTOR WHICH FIGURES IMPORTANTLY IN NEW YORK CITY PUERTO RICAN CULTURE IS THE PROBLEM OF CULTURAL DUALITIES, WHICH ARE A RESULT OF THE STRESS OF ADAPTATION FROM THE ISLAND TO THE MAINLAND CULTURE. FOR EXAMPLE, ALTHOUGH THE FAMILY RELATIONSHIP STILL IS A STRONGLY EXTENDED NETWORK OF KINSHIP WHICH OFFERS A SENSE OF MUTUAL OBLIGATION, THE RELATIONSHIP BETWEEN THE SEXES HAS BECOME MORE

EQUALITARIAN, AND CONFLICT HAS ARISEN BETWEEN THE ELDER'S CULTURALLY ROOTED BELIEF IN HIS OWN SELF-WORTH, DESPITE HIS REALISTIC AWARENESS OF HIS DISADVANTAGED POSITION; AND THE ADOLESCENT'S FEELING OF POWER IN THE FAMILY BECAUSE OF HIS BETTER EDUCATION. AN ADDITIONAL IMPORTANT FACTOR IN THE PUERTO RICAN'S BEHAVIOR, ESPECIALLY IN HIS FEELINGS ABOUT DISCRIMINATION, IS HIS COMPLEX RACIAL ATTITUDE. IF PUERTO RICANS CAN BE MADE TO FEEL THAT THEIR CULTURE IS RECOGNIZED AND AFFIRMED, THEY WILL BE ABLE TO PROVIDE THE IMPORTANT LEADERSHIP TO BRING ABOUT THE NECESSARY CHANGES TO REMOVE THE EFFECTS OF POVERTY IN THEIR COMMUNITY. THIS PAPER WAS PREPARED FOR THE PUERTO RICAN FORUM, OCTOBER 1964. (EF)

ED 011 544

UD 003 608

REMARKS OF DR. LEONARD COVELLO UPON ACCEPTANCE OF THE MERITORIOUS SERVICE MEDAL OF THE DEPARTMENT OF STATE OF THE STATE OF NEW YORK.

BY- COVELLO, LEONARD

EDRS PRICE MF-\$0.09 HC-\$0.36 SP.

DESCRIPTORS- \*COMMUNITY INVOLVEMENT, \*COMMUNITY PROBLEMS, \*ETHNIC GROUPS, \*HISTORICAL REVIEWS, \*SCHOOL COMMUNITY RELATIONSHIP, BENJAMIN FRANKLIN HIGH SCHOOL, COMMUNITY PROGRAMS, HARLEM, HIGH SCHOOLS, INTERMEDIATE GRADES, INTERMEDIATE SCHOOL 201, ITALIAN AMERICANS, NEW YORK CITY, PUERTO RICANS, URBAN ENVIRONMENTS,

HIGHLIGHTED IN THESE REMARKS ARE THE EXPERIENCES OF BENJAMIN FRANKLIN HIGH SCHOOL, A COMMUNITY-CENTERED SCHOOL IN EAST HARLEM, FROM ITS BEGINNINGS IN 1934 TO THE PRESENT. AT THE OUTSET, A COMMUNITY ADVISORY COUNCIL WAS FORMED TO DEAL WITH PROBLEMS OF CITIZENSHIP, PARENT EDUCATION, RACE, AND JUVENILE AID, AND, AT ONE POINT IN THE SCHOOL'S HISTORY, IT CAMPAIGNED SUCCESSFULLY FOR A LOW INCOME HOUSING PROJECT AND FOR ADDITIONAL PERSONNEL FOR THE SCHOOL. DURING THIS TIME THE SCHOOL'S MANY AUXILIARY ACTIVITIES (YEAR-ROUND DAY SCHOOL AND EDUCATIONAL AND RECREATIONAL PROGRAMS) WERE MADE POSSIBLE WITH THE ADDITIONAL PERSONNEL ASSIGNED TO THE SCHOOL BY THE WORKS PROGRESS ADMINISTRATION AND THROUGH THE RESOURCES OF THE SCHOOL AND THE COMMUNITY. AT A LATER TIME, STORE FRONTS NEAR THE SCHOOL WERE RENTED FOR COMMUNITY ACTIVITIES, INCLUDING THE HISPANIC-AMERICAN BUREAU, WHICH, ALONG WITH OTHER SERVICES, SERVED THE EDUCATIONAL AND SOCIAL NEEDS OF THE GROWING NEIGHBORHOOD PUERTO RICAN COMMUNITY. IN CONTRAST WITH BENJAMIN FRANKLIN'S ENCOURAGING COMMUNITY INVOLVEMENT, IN THE CURRENT CASE OF INTERMEDIATE SCHOOL 201 IN EAST HARLEM THE PROPOSAL FOR A SCHOOL-COMMUNITY COMMITTEE TO ADMINISTER THE SCHOOL WAS COMMUNITY-INITIATED. THIS PROPOSAL, IT IS FELT, AFFORDS THE OPPORTUNITY FOR THE SCHOOL AND THE COMMUNITY TO COOPERATE TO FIND SOLUTIONS TO EXISTING EDUCATIONAL PROBLEMS. (JL)

ED 011 545

VT 000 029

HIGH SCHOOL PRINCIPALS' PERCEPTIONS OF THE ROLES AND RESPONSIBILITIES OF PERSONS WHO WOULD BE CHARGED WITH THE RESPONSIBILITY FOR LEADERSHIP IN THE DEVELOPMENT OF OCCUPATIONALLY ORIENTED PROGRAMS IN HIGH SCHOOLS.

BY- WENRICH, RALPH C. SHAFFER, EARL W.  
MICHIGAN UNIV., ANN ARBOR, SCH. OF EDUCATION  
REPORT NUMBER 06845-1-F

PUB DATE SEP 65

EDRS PRICE MF-\$0.09 HC-\$1.20 30P.

DESCRIPTORS- \*FEDERAL AID, \*OPINIONS, \*PRINCIPALS, \*STATE AID, \*VOCATIONAL EDUCATION, ANN ARBOR, HIGH SCHOOLS, PROGRAM ADMINISTRATION, QUESTIONNAIRES,

PRINCIPALS IN 106 LARGE HIGH SCHOOLS IN MICHIGAN WERE INTERVIEWED TO DETERMINE HOW THEY WOULD USE AN ASSISTANT WHO WOULD BE RESPONSIBLE FOR DEVELOPING OCCUPATIONALLY ORIENTED PROGRAMS FOR EMPLOYMENT-BOUND YOUTH, DUTIES, RESPONSIBILITIES, AND RELATIONSHIPS WHICH THE ASSISTANT MIGHT BE EXPECTED TO ASSUME OR DEVELOP WERE ALSO STUDIED. THE AREAS RANKED IN ORDER OF THE PRINCIPALS' RESPONSES WERE (1) PUPIL PERSONNEL, (2) SCHOOL-COMMUNITY RELATIONS, (3) INSTRUCTIONAL PROGRAM, (4) BUSINESS FUNCTIONS, AND (5) TEACHING PERSONNEL. THE TOP THREE OF 27 ACTIVITIES LISTED AND RANKED BY PERCENTAGE OF RESPONSES FOR MAJOR RESPONSIBILITIES OF THE ASSISTANT WERE -- (1) LOCATING AND ORGANIZING INSTRUCTIONAL MATERIALS, (2) DETERMINING LOCAL OCCUPATIONAL EDUCATION NEEDS, AND (3) OPERATING A STUDENT JOB-PLACEMENT PROGRAM. IT WAS CONCLUDED THAT MOST PRINCIPALS OF LARGE HIGH SCHOOLS IN MICHIGAN WERE INTERESTED IN EXPANDING VOCATIONAL OR OCCUPATIONAL PROGRAMS, AND THEY SAW THE NEED FOR AN ASSISTANT TO GIVE HELP AND LEADERSHIP. THE ASSISTANT SHOULD BE TRAINED IN BOTH SCHOOL ADMINISTRATION AND OCCUPATIONAL EDUCATION, AND SHOULD WORK WITH THE PRINCIPAL, OTHER SCHOOL PERSONNEL, AND LOCAL CIVIC, BUSINESS, INDUSTRIAL, AND PROFESSIONAL GROUPS TO IMPROVE THE HIGH SCHOOL'S ABILITY TO PREPARE YOUNG PEOPLE FOR EMPLOYMENT. (PB)

ED 001 546

VT 000 077

REPORT OF A NATIONAL VOCATIONAL EDUCATION SEMINAR ON THE ADMINISTRATION OF RESEARCH (COLUMBUS, MAY 24-27, 1965).

BY- TAYLOR, ROBERT E. AND OTHERS

OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED

PUB DATE 27 MAY 65

EDRS PRICE MF-\$0.18 HC-\$4.28 107P.

DESCRIPTORS- \*EDUCATIONAL RESEARCH, \*PROGRAM ADMINISTRATION, \*PROGRAM DEVELOPMENT, \*VOCATIONAL EDUCATION, ADOPTION (IDEAS), COLUMBUS, EDUCATIONAL CHANGE, ERIC CLEARINGHOUSE, INFORMATION DISSEMINATION, INNOVATION, RESEARCH METHODOLOGY, RESEARCH PROBLEMS,

THIS WAS ONE OF FOUR SEMINARS CONDUCTED TO IMPROVE THE QUALITY AND QUANTITY OF RESEARCH AND DEVELOPMENT IN VOCATIONAL EDUCATION. OBJECTIVES WERE TO DEVELOP (1) A CONCEPT OF THE ROLE AND THE ESSENTIAL CONDITIONS FOR RESEARCH AND DEVELOPMENT IN STATE PROGRAMS, (2) AN UNDERSTANDING OF A FUNCTIONAL ORGANIZATIONAL STRUCTURE FOR CONDUCTING A PROGRAM OF RESEARCH AND DEVELOPMENT, (3) COMPETENCIES FOR ADMINISTERING SUCH A PROGRAM, (4) AN UNDERSTANDING OF THE DYNAMICS OF PLANNED CHANGE, (5) EMPATHY AND SUPPORT FOR RESEARCH AND DEVELOPMENT IN VOCATIONAL EDUCATION, AND (6) TECHNIQUES FOR CLARIFYING INDIVIDUAL AND ORGANIZATIONAL ROLES AND RELATIONSHIPS. TEXTS OF PRESENTATIONS BY THE CONSULTANT STAFF ARE GIVEN. THEY WERE (1) "THE ROLE OF RESEARCH AND DEVELOPMENT IN VOCATIONAL EDUCATION," (2) "A PHILOSOPHY OF RELATIONSHIPS IN STATE RESEARCH AND DEVELOPMENT," (3) "A RATIONALE FOR THE ESTABLISHMENT OF A VOCATIONAL EDUCATION RESEARCH STRUCTURE," (4) "OCCUPATIONAL EDUCATION IN RESEARCH--THE NEW YORK STATE EDUCATION DEPARTMENT'S STRUCTURE," (5) "ADMINISTRATIVE CONCERNS IN ASSESSING DEVELOPMENT AND DEMONSTRATION PROJECTS," (6) "PROCEDURES AND

TECHNIQUES FOR THE ADMINISTRATION OF RESEARCH," (7) "THE ANATOMY OF A FUNDED PROPOSAL," AND (8) "DIFFUSING EDUCATIONAL INNOVATIONS." (EM)

## ED 011 547

VT D00 558

ATTITUDINAL CHANGES TOWARD ADULT EDUCATION DURING STUDENT TEACHING.

BY- MILLER, TEXTON R. PASOUR, HENRY

NORTH CAROLINA UNIV., RALEIGH, N.C. STATE UNIV.

REPORT NUMBER RS-3

PUB DATE

67

EDRS PRICE MF-\$0.09 HC-\$1.48 37P.

DESCRIPTORS- \*ADULT FARMER EDUCATION, \*ATTITUDES, \*CHANGING ATTITUDES, \*STUDENT TEACHERS, \*YOUNG FARMER EDUCATION, RALEIGH, RESEARCH COORDINATING UNIT, VOCATIONAL AGRICULTURE,

AT NORTH CAROLINA STATE UNIVERSITY, THE STUDENT TEACHER SEMESTER CONSISTS OF A PERIOD OF 7 WEEKS ON CAMPUS AND 10 WEEKS OFF CAMPUS IN A STUDENT TEACHING CENTER. FROM 1960 TO 1965, ALL AGRICULTURAL EDUCATION SENIORS (186) WHO UNDERMENT STUDENT TEACHING WERE GIVEN A 20-ITEM ATTITUDE INVENTORY AT THE BEGINNING AND END OF THE SEMESTER. THE STUDY FINDINGS SHOWED THAT (1) EACH OF THE 6-YEAR GROUPS SHOWED A GAIN IN FAVORABLE ATTITUDE TOWARD ADULT EDUCATION AS A FUNCTION OF THE PUBLIC SCHOOL, (2) STUDENT ATTITUDE SCORES AT THE BEGINNING OF THE SEMESTER WERE LOWER DURING THE LAST HALF OF THE STUDY, (3) END OF THE SEMESTER SCORES WERE HIGHER DURING THE LAST 3 YEARS, AND (4) BEFORE THEIR TEACHING SEMESTER, STUDENTS FELT TEACHERS SHOULD DEVOTE FROM 31 TO 43.7 PERCENT OF THEIR TIME TO ADULT EDUCATION. AFTER STUDENT TEACHING, THE RANGE BECAME 35.9 TO 48.3 PERCENT. (P8)

## ED 011 548

VT D01 519

ATTITUDES OF PUBLIC SCHOOL PERSONNEL TOWARDS THE INTRODUCTION TO VOCATIONS PROGRAM IN NORTH CAROLINA.

BY- CLARY, JOSEPH RAY

NORTH CAROLINA UNIV., RALEIGH, N.C. STATE UNIV.

REPORT NUMBER RS-2

PUB DATE

67

NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH

EDRS PRICE MF-\$0.18 HC-\$3.48 87P.

DESCRIPTORS- \*ADMINISTRATOR ATTITUDES, \*OCCUPATIONAL CHOICE, \*OCCUPATIONAL GUIDANCE, \*OCCUPATIONAL INFORMATION, \*PROGRAM EVALUATION, EDUCATIONAL OBJECTIVES, GRADE 9, OPINIONS, PRINCIPALS, PROGRAM IMPROVEMENT, QUESTIONNAIRES, RALEIGH RESEARCH COORDINATING UNIT, SUPERINTENDENTS, TEACHER ATTITUDES, TEACHERS, VOCATIONAL DIRECTORS, VOCATIONAL EDUCATION,

DURING THE ACADEMIC YEAR 1963-64, NORTH CAROLINA SCHOOLS INTRODUCED A NINTH-GRADE COURSE WHICH PROVIDED OCCUPATIONAL INFORMATION AS A BASIS FOR VOCATIONAL PLANNING. AFTER 4 YEARS, 366 TEACHERS AND ADMINISTRATORS WHO HAD AT LEAST 2 YEARS EXPERIENCE WITH THE PROGRAM WERE SURVEYED BY QUESTIONNAIRES. EIGHTY PERCENT RESPONDED. AREAS COVERED WERE NEED FOR THE COURSE, APPROPRIATENESS OF OBJECTIVES AND THE EXTENT TO WHICH THEY WERE MET, RELATIONSHIP TO OTHER COURSES, APPROPRIATENESS OF CONTENT AND GRADE LEVEL, REQUIRED TEACHER QUALIFICATIONS, MOST EFFECTIVE TEACHING METHODS, AND SUGGESTIONS FOR AND BARRIERS TO IMPROVEMENT. THE WRITER CONCLUDED THAT (1) SUCH A COURSE IS NEEDED, (2) THE OBJECTIVES ARE SATISFACTORILY ATTAINED IN MOST SCHOOLS, (3)

THE STUDENTS' DECISIONS SHOULD DETERMINE LATER COURSE OFFERINGS, (4) SUCCESSFUL COMPLETION OF THE COURSE SHOULD RESULT IN FEWER DROPOUTS, (5) MORE STUDY IS NEEDED TO LEARN IF THE COURSE SHOULD BE REQUIRED OR ELECTIVE, (6) BOTH BOYS AND GIRLS SHOULD TAKE THE COURSE, (7) RESOURCE PERSONS AND FIELD TRIPS SHOULD BE USED EXTENSIVELY, (8) THERE SHOULD BE ADEQUATE TEACHING MATERIALS, SUPPLIES, AND EQUIPMENT, (9) MORE ATTENTION SHOULD BE GIVEN TO TEACHER PREPARATION, AND (10) MORE ADEQUATE BUDGETS SHOULD BE PROVIDED. (M8)

## ED 011 549

VT D01 564

WESTERN REGIONAL RCU CONFERENCE IN VOCATIONAL RESEARCH FUNDING (PHOENIX, DECEMBER 15-16, 1966). SUMMARY REPORT.

BY- LEE, ARTHUR M. AND OTHERS

NORTHERN ARIZONA UNIV., FLAGSTAFF

PUB DATE

66

EDRS PRICE MF-\$0.09 HC-\$0.76 19P.

DESCRIPTORS- \*EDUCATIONAL LEGISLATION, \*EDUCATIONAL RESEARCH, \*FINANCIAL SUPPORT, \*RESEARCH COORDINATING UNITS, \*VOCATIONAL EDUCATION, CONFERENCES, ECONOMIC OPPORTUNITY ACT, ELEMENTARY AND SECONDARY EDUCATION ACT, FEDERAL AID, MANPOWER DEVELOPMENT AND TRAINING ACT, PHOENIX, REGIONAL LABORATORIES, STATE AID, VOCATIONAL EDUCATION ACT OF 1963,

RESEARCH COORDINATING UNIT PERSONNEL MET TO CONSIDER THE FUNDING OF VOCATIONAL RESEARCH. THE PURPOSE WAS TO EXPLORE ALTERNATE SOURCES OF FUNDS BECAUSE OF DECREASED APPROPRIATIONS. PARTICIPANTS REPRESENTED LOGICAL STATE AND FEDERAL SOURCES OF RESEARCH FUNDING. QUESTIONS CONSIDERED WERE -- (1) HOW MUCH MONEY WILL BE AVAILABLE FOR RESEARCH THIS YEAR AND NEXT, (2) HOW WILL IT BE DISTRIBUTED, (3) WHAT PROCEDURES SHOULD BE FOLLOWED IN REQUESTING FUNDS, (4) WHAT CRITERIA WILL BE USED IN EVALUATING REQUESTS, (5) WHAT PROCEDURES WILL BE FOLLOWED IN PROCESSING REQUESTS, AND (6) HOW MAY THESE FUNDS BE USED. THE SESSION TOPICS WERE--(1) DIRECTED RESEARCH UNDER TITLE IV(C) OF THE VOCATIONAL EDUCATION ACT, (2) RESEARCH FUNDS ADMINISTERED BY THE STATES, (3) SMALL GRANTS FROM RESEARCH DEVELOPMENT UNDER TITLE IV(C) OF THE VOCATIONAL EDUCATION ACT, (4) COORDINATION OF TITLE III PROGRAMS UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT WITH STATE RESEARCH COORDINATING UNITS, (5) COORDINATING VOCATIONAL RESEARCH WITH THE REGIONAL EXPERIMENTAL LABORATORIES, (6) RESEARCH FUNDING AVAILABLE UNDER THE ECONOMIC OPPORTUNITY PROGRAM, AND (7) FUNDING RESEARCH UNDER TITLE I OF THE MANPOWER DEVELOPMENT AND TRAINING ACT. (M8)

## ED 011 550

VT D01 749

ANNOTATED BIBLIOGRAPHY OF CURRENT RESEARCH RELATED TO TRADE AND INDUSTRIAL EDUCATION.

COLORADO STATE UNIV., FT. COLLINS

PUB DATE

AUG 66

EDRS PRICE MF-\$0.09 HC-\$2.00 52P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*EDUCATIONAL RESEARCH, \*STUDENTS, \*TEACHERS, \*TRADE AND INDUSTRIAL EDUCATION, FORT COLLINS, RESEARCH COORDINATING UNITS, VOCATIONAL EDUCATION,

RESEARCH STUDIES AND ARTICLES WERE SCANNED TO SELECT INFORMATION WITH IMPLICATIONS FOR TRADE AND INDUSTRIAL EDUCATION. THE ANNOTATIONS CONVEY THE GENERAL PURPOSES OF THE STUDIES, MAJOR FINDINGS, AND CONCLUSIONS. THEY ARE DIVIDED



INTO FOUR MAJOR GROUPINGS--(1) EXPERIMENTAL AND COMPARATIVE STUDIES, (2) STUDIES CONCERNING THE STUDENT, (3) STUDIES INVOLVING THE VOCATIONAL EDUCATION STAFF, AND (4) STUDIES OF A GENERAL NATURE. THERE ARE 36 ITEMS PUBLISHED FROM 1980 TO 1986. (EM)

ED 011 551 VT 002 174  
INSTRUCTIONAL MATERIALS CATALOG.  
OHIO VOCAT. AGR. INSTR. MATERIALS SERVICE, COLUMBUS  
PUB DATE 66  
EDRS PRICE MF-\$0.09 HC-\$0.96 14P.

DESCRIPTORS- \*AUDIOVISUAL AIDS, \*INSTRUCTIONAL MATERIALS, \*VOCATIONAL AGRICULTURE, AGRICULTURAL MECHANICS (PROCESSES), ANIMAL SCIENCES, BIBLIOGRAPHIES, BOTANY, COLUMBUS, HORTICULTURE,

THE TITLE, IDENTIFICATION NUMBER, DATE OF PUBLICATION, PAGING, A BRIEF DESCRIPTION, AND PRICE ARE GIVEN FOR EACH OF THE INSTRUCTIONAL MATERIALS AND AUDIOVISUAL AIDS INCLUDED IN THIS CATALOG. TOPICS COVERED ARE FIELD CORPS, HORTICULTURE, ANIMAL SCIENCE, SOILS, AGRICULTURAL ENGINEERING, AND FARMING PROGRAMS. AN ORDER FORM IS INCLUDED. (JH)

ED 011 552 VT 002 175  
1987-88 CATALOG OF TEACHING MATERIALS.  
ILLINOIS UNIV., URBANA, COLL. OF AGRICULTURE  
PUB DATE 67  
EDRS PRICE MF-\$0.09 HC-\$0.88 22P.

DESCRIPTORS- \*AGRICULTURAL EDUCATION, \*BIBLIOGRAPHIES, \*INSTRUCTIONAL MATERIALS, URBANA,

MATERIALS LISTED INCLUDE (1) MAINTENANCE KITS, ELECTRICAL CODES, AND SAFETY CHARTS FOR AGRICULTURAL MECHANICS, (2) PROGRAMED INSTRUCTION MATERIALS FOR 33 UNITS IN AGRICULTURE, (3) SLIDEFILMS FOR ANIMAL SCIENCE, DAIRY SCIENCE, FARM MANAGEMENT AND ECONOMICS, AND AGRICULTURAL MECHANICS, (4) AGRONOMY FACT SHEETS, LAND-USE SELECTION CARDS, \*PM KITS, AND OTHER CROP, SOIL, AND FERTILIZER MATERIALS, (5) ANALYSIS CHARTS, TABULATION SHEETS, REPORT FORMS, AND COURSE MATERIALS FOR FARM MANAGEMENT, (6) SUBJECT MATTER UNITS FOR ANIMAL AND DAIRY SCIENCE, AGRICULTURAL MECHANICS, AND CROP AND SOIL SCIENCE, AND (7) MISCELLANEOUS MATERIALS SUCH AS TAPE RECORDINGS ON CAREERS IN AGRICULTURE AND APPROVED CROP PRACTICES. PRICES ARE LISTED FOR ALL MATERIALS. (EL)

ED 011 553 VT 002 177  
INSTRUCTIONAL MATERIALS FROM MISSOURI CURRICULUM MATERIALS LABORATORY.  
MISSOURI UNIV., COLUMBIA  
PUB DATE 1 FEB 67  
EDRS PRICE MF-\$0.09 HC-\$0.20 8P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*INSTRUCTIONAL MATERIALS, \*VOCATIONAL EDUCATION, COLUMBIA,

THIS LIST OF INSTRUCTIONAL MATERIALS FOR COOPERATIVE EDUCATION CLASSES INCLUDES (1) GENERAL RELATED STUDY GUIDES AND STUDY GUIDES FOR SPECIFIC OCCUPATIONS IN COOPERATIVE

CLASSES, (2) STUDENT MANUALS AND INSTRUCTOR'S GUIDES FOR PREPARATORY CLASSES, AND (3) COMPREHENSIVE COURSE OF STUDY FOR INSTRUCTORS' USE ONLY. PUBLICATION DATES ARE SHOWN, AND PRICES FOR STUDENT MANUALS AND CORRESPONDING TEACHER'S KEY OR GUIDES ARE LISTED. (EM)

ED 011 554 VT 002 179  
CURRICULUM MATERIALS.  
RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.  
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON  
PUB DATE JAN 67  
EDRS PRICE MF-\$0.09 HC-\$0.50 7P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*INSTRUCTIONAL MATERIALS, \*TECHNICAL EDUCATION, \*TRADE AND INDUSTRIAL EDUCATION, NEW BRUNSWICK, TRENTON,

MATERIALS ARE LISTED BY 36 TOPICS ARRANGED IN ALPHABETICAL ORDER. TOPICS INCLUDE APPRENTICE TRAINING, BAKING, DRAFTING, ENGLISH, GLASSBLOWING, HOME ECONOMICS, INDUSTRIAL CHEMISTRY, MACHINE SHOP, NEEDLE TRADES, REFRIGERATION, AND UPHOLSTERY. PRICES ARE GIVEN FOR EACH ITEM. (EL)

ED 011 555 VT 002 180  
INSTRUCTIONAL MATERIALS CATALOG. (TITLE SUPPLIED).  
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO  
PUB DATE 1 SEP 66  
EDRS PRICE MF-\$0.09 HC-\$0.24 6P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*INSTRUCTIONAL MATERIALS, \*TRADE AND INDUSTRIAL EDUCATION, APPRENTICESHIP, SACRAMENTO,

COURSES OF INSTRUCTION, WORKBOOKS, TESTBOOKS, AND EXAMINATIONS ARE LISTED FOR AUTO MECHANICS, CABINET MAKING, CARPENTRY, DRYWALL CONSTRUCTION, RADIO SERVICES, AND 30 OTHER AREAS OF APPRENTICE TRAINING. A SYLLABUS FOR TRAINING PART-TIME TRADE AND TECHNICAL TEACHERS IS INCLUDED WITH TECHNICAL EDUCATION MATERIALS. PRICES ARE LISTED FOR ALL MATERIALS. (EM)

ED 011 556 VT 002 223  
LIST OF INSTRUCTIONAL MATERIALS.  
TENNESSEE STATE DEPT. OF EDUCATION, NASHVILLE  
PUB DATE 1 MAR 67  
EDRS PRICE MF-\$0.09 HC-\$0.16 4P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*INSTRUCTIONAL MATERIALS, \*VOCATIONAL EDUCATION, NASHVILLE,

PRICES ARE GIVEN FOR MATERIALS FOR AGRICULTURE EDUCATION, HEALTH OCCUPATIONS EDUCATION, DISTRIBUTIVE EDUCATION, MANPOWER DEVELOPMENT AND TRAINING PROGRAMS, AND TRADE AND INDUSTRIAL EDUCATION. THESE INCLUDE COURSES OF STUDY, LESSON PLANS, TEST AND ANSWER BOOKLETS, ASSIGNMENT SHEETS, AND TEACHER HANDBOOKS. (EL)

ED 011 557 VT 002 224  
STUDY GUIDES FOR USE IN PART-TIME COOPERATIVE TRAINING.  
MISSISSIPPI STATE UNIV., STATE COLLEGE  
PUB DATE 67  
EDRS PRICE MF-\$0.09 HC-\$0.16 4P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*INSTRUCTIONAL MATERIALS, \*TECHNICAL EDUCATION, \*TRADE AND INDUSTRIAL EDUCATION, STATE COLLEGE.

PRICES AND PUBLICATION DATES ARE GIVEN FOR 14 STUDY GUIDES FOR PART-TIME COOPERATIVE TRAINING, SIX INSTRUCTOR'S GUIDES FOR VOCATIONAL TRAINING, FIVE BASIC PLANS FOR ORGANIZATION AND MANAGEMENT OF INSTRUCTION, THREE INSTRUCTOR'S GUIDES FOR TECHNICAL TRAINING, AND FOUR PROFESSIONAL HANDBOOKS AND MANUALS. (EL)

ED 011 558

VT DCE 227

1967 INSTRUCTIONAL MATERIALS FOR TRADE INDUSTRIAL AND TECHNICAL OCCUPATIONS.

OHIO STATE UNIV., COLUMBUS, TRADE AND IND. EDUC.

PUB DATE 67

EDRS PRICE MF-\$0.09 HC-\$2.24 56P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*HEALTH OCCUPATIONS EDUCATION, \*INSTRUCTIONAL MATERIALS, \*TRADE AND INDUSTRIAL EDUCATION, COLUMBUS, COOPERATIVE EDUCATION, PROGRAM EVALUATION, SUPERVISION, TEACHER EDUCATION.

LESSON PLANS, INFORMATIVE MATERIALS FOR INSTRUCTORS, AND ASSIGNMENT SHEETS FOR LEARNERS ARE LISTED UNDER THE FOLLOWING HEADINGS--(1) INDUSTRIAL OCCUPATIONS, (2) SERVICE OCCUPATIONS, (3) HEALTH OCCUPATIONS, (4) RESEARCH AND PROGRAM EVALUATION, (5) SUPERVISORY TRAINING, (6) TEACHER IMPROVEMENT, (7) DIVERSIFIED COOPERATIVE TRAINING, AND (8) MISCELLANEOUS. EACH ITEM IS DESCRIBED, AND THE AVAILABILITY OF ANSWER BOOKS IS INDICATED FOR ASSIGNMENT SHEETS. A PRICE LIST IS INCLUDED. (EL)

ED 011 559

VT DCE 228

REVIEW AND SYNTHESIS OF RESEARCH IN TECHNICAL EDUCATION.

BY- LARSON, MILTON E.

OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED

PUB DATE AUG 66

EDRS PRICE MF-\$0.10 HC-\$3.36 84P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*EDUCATIONAL RESEARCH, \*REVIEW (REEXAMINATION), \*TECHNICAL EDUCATION, COLUMBUS, CURRICULUM DEVELOPMENT, EDUCATIONAL ADMINISTRATION, EDUCATIONAL EQUIPMENT, EDUCATIONAL FACILITIES, EDUCATIONAL NEEDS, EDUCATIONAL OBJECTIVES, EDUCATIONAL PHILOSOPHY, EDUCATIONAL PLANNING, EDUCATIONAL PROGRAMS, EMPLOYMENT OPPORTUNITIES, ERIC CLEARINGHOUSE, INSTRUCTIONAL MATERIALS, LEARNING PROCESSES, MANPOWER DEVELOPMENT, PROGRAM EVALUATION, STUDENT PERSONNEL SERVICES, TEACHER EDUCATION, TEACHING METHODS.

MATERIALS FROM LIBRARIES, INDIVIDUAL RESEARCHERS, UNIVERSITIES, AND STATE AND FEDERAL AGENCIES WERE REVIEWED IN ORDER TO PRESENT A DEVELOPMENTAL PICTURE OF TECHNICAL EDUCATION. MOST OF THE 204 ITEMS WERE PUBLISHED IN 1961-66. EARLIER ONES WERE INCLUDED IF THEY PROVIDED A BASIS FOR TRENDS OR LATER ACTIVITIES. TOPICS COVERED ARE -- (1) PHILOSOPHY AND OBJECTIVES, (2) MANPOWER NEEDS AND EMPLOYMENT OPPORTUNITIES, (3) CURRICULUM DEVELOPMENT, (4) EDUCATIONAL PROGRAMS, (5) INSTRUCTIONAL MATERIALS AND DEVICES, (6) LEARNING PROCESSES AND TEACHING METHODS, (7) STUDENT PERSONNEL SERVICES, (8) FACILITIES AND EQUIPMENT, (9) TEACHER EDUCATION, (10) ADMINISTRATION AND SUPERVISION, (11)

EVALUATION, AND (12) RESEARCH. IT WAS CONCLUDED THAT -- (1) MUCH OF THE RESEARCH REPORTED IS "ACTION TYPE" RESEARCH, (2) QUESTIONNAIRES OR OPINIONNAIRES WERE FREQUENTLY USED, AND (3) USE OF THE EXPERIMENTAL METHOD WAS PRACTICALLY NONEXISTENT. HIGH QUALITY RESEARCH WAS RECOMMENDED IN THE AREAS OF -- (1) INSTRUCTIONAL MATERIALS AND DEVICES, (2) LEARNING PROCESSES AND TEACHING METHODS, (3) FACILITIES AND EQUIPMENT, (4) TEACHER EDUCATION, (5) ADMINISTRATION AND SUPERVISION, AND (6) RESEARCH. (EH)

ED 011 560

VT DCE 229

REVIEW AND SYNTHESIS OF RESEARCH IN TRADE AND INDUSTRIAL EDUCATION.

BY- TUCKMAN, BRUCE W. SCHAEFER, CARL J.

OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED

PUB DATE AUG 66

EDRS PRICE MF-\$0.10 HC-\$3.64 91P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*EDUCATIONAL RESEARCH, \*REVIEW (REEXAMINATION), \*TRADE AND INDUSTRIAL EDUCATION, COLUMBUS, CURRICULUM DEVELOPMENT, EDUCATIONAL ADMINISTRATION, EDUCATIONAL EQUIPMENT, EDUCATIONAL FACILITIES, EDUCATIONAL NEEDS, EDUCATIONAL PHILOSOPHY, EDUCATIONAL TRENDS, EMPLOYMENT OPPORTUNITIES, ERIC CLEARINGHOUSE, INSTRUCTIONAL MATERIALS, LEARNING PROCESSES, MANPOWER DEVELOPMENT, PROGRAM EVALUATION, STUDENT WELFARE, TEACHER EDUCATION, TEACHING METHODS.

PERIODICALS, BOOKS, PAPERS, DISSERTATIONS, AND RESEARCH REPORTS FROM 1954 TO 1966 WERE REVIEWED IN ORDER TO ESTABLISH A BASE FOR CURRENT RESEARCH. THE TOPICS REPORTED ON ARE (1) PHILOSOPHY AND OBJECTIVES, (2) MANPOWER NEEDS AND EMPLOYMENT OPPORTUNITIES, (3) CURRICULUM DEVELOPMENT, (4) EDUCATIONAL PROGRAMS, (5) INSTRUCTIONAL MATERIALS AND DEVICES, (6) LEARNING PROCESSES AND TEACHING METHODS, (7) STUDENT PERSONNEL SERVICES, (8) FACILITIES AND EQUIPMENT, (9) TEACHER EDUCATION, (10) ADMINISTRATION AND SUPERVISION, (11) EVALUATION, AND (12) RESEARCH. (EH)

ED 011 561

VT DCE 263

STATE VOCATIONAL-TECHNICAL AND TRADE SCHOOLS OF LOUISIANA CATALOG.

LOUISIANA ST. VOCAT. CURRICULUM DEV. AND RES. CTR.

PUB DATE JUN 67

EDRS PRICE MF-\$0.54 HC-\$13.00 345P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*INSTRUCTIONAL MATERIALS, \*OFFICE OCCUPATIONS EDUCATION, \*TECHNICAL EDUCATION, \*TRADE AND INDUSTRIAL EDUCATION, APPRENTICESHIPS, CURRICULUM GUIDES, EXTENSION EDUCATION, NATCHITOCHES, SUPERVISION.

MATERIALS ARE DESCRIBED FOR 42 TRADE PREPARATORY TRAINING COURSES, SEVEN APPRENTICE TRAINING COURSES, TWO TRADE EXTENSION TRAINING COURSES, AND 13 SUPERVISORY PERSONNEL DEVELOPMENT COURSES. INFORMATION FOR EACH INCLUDES A LISTING OF THE MATERIALS (STUDY ASSIGNMENTS, JOB SHEETS, TEST BOOKS, ANSWER BOOKS, INSTRUCTOR'S AIDS), REQUIRED REFERENCES, AND A DETAILED OUTLINE OF THE COURSE. (EL)

ED 011 562

VT DCE 310

REVIEW AND SYNTHESIS OF RESEARCH IN AGRICULTURAL EDUCATION.

BY- MARBROCK, J. ROBERT PHIPPS, LLOYD J.

OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED

EDRS PRICE MF-\$0.27 HC-\$6.20 155P.

DESCRIPTORS- \*AGRICULTURAL EDUCATION, \*BIBLIOGRAPHIES, \*EDUCATIONAL RESEARCH, \*REVIEW (REEXAMINATION), COLUMBUS, CURRICULUM DEVELOPMENT, EDUCATIONAL FACILITIES, EDUCATIONAL NEEDS, EDUCATIONAL OBJECTIVES, EDUCATIONAL PROGRAMS, EDUCATIONAL TRENDS, EMPLOYMENT OPPORTUNITIES, ERIC CLEARINGHOUSE, LEARNING PROCESSES, STUDENT CHARACTERISTICS, SUPERVISED FARM PRACTICE, TEACHER EDUCATION, TEACHING METHODS, TECHNICAL EDUCATION, VOCATIONAL AGRICULTURE TEACHERS,

OVER 400 STUDIES WERE CONSIDERED IN PREPARING THIS REPORT ON AGRICULTURAL EDUCATION RESEARCH CONCLUSIONS, TRENDS, METHODOLOGY, AND NEEDS. THOUGH EMERGENCE OF CORRELATIONAL AND EXPERIMENTAL RESEARCH IS EVIDENT, RESEARCH IN AGRICULTURAL EDUCATION HAS BEEN LARGELY DESCRIPTIVE. WEAKNESSES IN PROBABILITY SAMPLING AND SURVEY TECHNIQUES HAVE BEEN EVIDENT, ESPECIALLY RELATIVE TO NONRESPONSE. IMPLEMENTATION OF FINDINGS REMAINS A MAJOR PROBLEM, THOUGH PILOT PROGRAMS, POPULARIZED REPORTS, AND COORDINATED APPROACHES HOLD PROMISE OF ALLEVIATING THE PROBLEM. INDIVIDUAL GRADUATE RESEARCH STUDIES HAVE BEEN MOST PREVALENT, AND THESE HAVE BEEN LIMITED BY SHORT DURATION AND HAVE LACKED CUMULATIVE EFFECTS AND CHANCES OF IMPLEMENTATION. COORDINATED STUDIES HAVE BEEN CONDUCTED ON EMPLOYMENT OPPORTUNITIES AND NEEDED COMPETENCIES. THE CURRENT RESEARCH REFLECTS NEW DEVELOPMENTS AND INTEREST IN CURRICULUM, POST-HIGH SCHOOL TECHNICAL EDUCATION, SUPERVISED EXPERIENCE, INNOVATIONS, EVALUATION, AND PERSONNEL ROLES. CONCLUSIONS AND FURTHER NEEDS WERE IDENTIFIED IN THESE AND SEVERAL OTHER AREAS INCLUDING (1) INSTRUCTIONAL MATERIALS, (2) TEACHING AND LEARNING, (3) STUDENT ORGANIZATIONS, (4) GENERAL AGRICULTURE, (5) PERSONNEL PREPARATION, (6) ADMINISTRATION AND SUPERVISION, AND (7) RESEARCH DESIGN. (JH)

ED 011 563

VT 002 319

REVIEW AND SYNTHESIS OF RESEARCH IN HOME ECONOMICS EDUCATION. BY- CHADDERDON, MESTER FANSLAW, ALCYCE W. OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED

PUB DATE AUG 66

EDRS PRICE MF-\$0.18 HC-\$4.72 118P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*EDUCATIONAL RESEARCH, \*REVIEW (REEXAMINATION), COLUMBUS, CURRICULUM DEVELOPMENT, EDUCATIONAL ADMINISTRATION, EDUCATIONAL EQUIPMENT, EDUCATIONAL FACILITIES, EDUCATIONAL NEEDS, EDUCATIONAL OBJECTIVES, EDUCATIONAL PHILOSOPHY, EDUCATIONAL PLANNING, ERIC CLEARINGHOUSE, HOME ECONOMICS EDUCATION, INSTRUCTIONAL MATERIALS, LEARNING PROCESSES, PROGRAM EVALUATION, STUDENT PERSONNEL SERVICES, TEACHER EDUCATION, TEACHING METHODS,

PROFESSIONAL MAGAZINES, RESEARCH REVIEWS, AND 500 THESES AND DISSERTATIONS WERE CONSIDERED IN SELECTING 159 RESEARCH STUDIES FOR REVIEW. STUDIES CONCERNED WITH TEACHER EDUCATION WERE INCLUDED BUT ADULT EDUCATION WAS EXCLUDED. THE PERIOD FROM 1959 TO 1966 IS COVERED. TOPICS ARE (1) PHILOSOPHY AND OBJECTIVES, (2) MANPOWER NEEDS AND EMPLOYMENT OPPORTUNITIES, (3) EDUCATIONAL PROGRAMS, (4) INSTRUCTIONAL MATERIALS AND DEVICES, (5) LEARNING PROCESSES AND TEACHING MATERIALS, (6) STUDENT PERSONNEL SERVICES, (7) FACILITIES AND EQUIPMENT, (8)

TEACHER EDUCATION, (9) ADMINISTRATION AND SUPERVISION, (10) EVALUATION, AND (11) RESEARCH. THE AUTHORS CONCLUDED THAT PROGRESS HAS BEEN MADE IN COLLECTING AND ANALYZING DATA RELATING TO IMPORTANT PROBLEMS, BUT RESOURCES SHOULD BE USED TO BETTER ADVANTAGE. MANY THESES HAVE ONLY LOCAL IMPLICATIONS. STATISTICAL CONSULTANTS AND RESEARCHERS IN OTHER AREAS OF VOCATIONAL EDUCATION SHOULD BE UTILIZED. THEORIES SHOULD BE REEXAMINED IN LIGHT OF THE RESEARCH FINDINGS IN EDUCATION, PSYCHOLOGY, AND SOCIOLOGY. THERE IS A NEED FOR GREATER CREATIVITY, LEADING TO EXPLORATORY STUDIES AS THE FIRST STEP IN PROBLEM SOLVING. (MS)

ED 011 564

VT 002 320

REVIEW AND SYNTHESIS OF RESEARCH IN INDUSTRIAL ARTS EDUCATION.

BY- STREICHLER, JERRY

OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED

PUB DATE AUG 66

EDRS PRICE MF-\$0.18 HC-\$4.08 102P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*EDUCATIONAL RESEARCH, \*INDUSTRIAL ARTS, \*REVIEW (REEXAMINATION), COLUMBUS, CURRICULUM DEVELOPMENT, EDUCATIONAL ADMINISTRATION, EDUCATIONAL EQUIPMENT, EDUCATIONAL FACILITIES, EDUCATIONAL NEEDS, EDUCATIONAL OBJECTIVES, EDUCATIONAL PHILOSOPHY, EDUCATIONAL PLANNING, EDUCATIONAL PROGRAMS, ERIC CLEARINGHOUSE, INSTRUCTIONAL MATERIALS, LEARNING PROCESSES, PROGRAM EVALUATION, STUDENT PERSONNEL SERVICES, TEACHER EDUCATION, TEACHING METHODS,

DISSERTATIONS, THESES, STAFF STUDIES, PERSONAL RESEARCH, PERIODICAL ARTICLES, YEARBOOKS, AND SPEECHES FROM 1960 TO 1966 ARE REVIEWED. TOPICS DISCUSSED ARE (1) PHILOSOPHY AND OBJECTIVES, (2) CURRICULUM DEVELOPMENT, (3) INSTRUCTIONAL MATERIALS AND DEVICES, (4) LEARNING PROCESSES AND TEACHING METHODS, (5) STUDENT PERSONNEL SERVICES, (6) FACILITIES AND EQUIPMENT, (7) TEACHER EDUCATION, (8) ADMINISTRATION AND SUPERVISION, (9) EVALUATION, AND (10) RESEARCH. THE AUTHOR CONCLUDED THAT EXCELLENT EXAMPLES OF RESEARCH EXIST IN EXPERIMENTAL WORK, IN FOLLOWUP RESEARCH EMPLOYING CAUSAL-COMPARATIVE METHODS, AND IN SOME PHILOSOPHICAL STUDIES. HOWEVER, MUCH OF THE RESEARCH DONE BECAUSE OF DEGREE REQUIREMENTS WAS THOUGHT TO BE OF EXTREMELY POOR QUALITY. BY ACCEPTING LOW QUALITY STANDARDS, INSTITUTIONS MAY BE PRODUCING INDIVIDUALS WHO ERRONEOUSLY CONCEIVE THEMSELVES ABLE AND ACCOMPLISHED RESEARCHERS. MAJOR QUESTIONS CONCERN INDUSTRIAL ARTS OBJECTIVES AND TEACHING METHODOLOGY. RESEARCH EFFORTS, IN THE NEAR FUTURE AT LEAST, WILL BE DIRECTED TO THE CONCERNS RAISED BY THE MAJOR CURRICULUM PROJECTS. (EM)

ED 011 565

VT 002 333

REVIEW AND SYNTHESIS OF RESEARCH IN DISTRIBUTIVE EDUCATION. BY- MEYER, WARREN G. LOGAN, WILLIAM B.

OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED

PUB DATE AUG 66

EDRS PRICE MF-\$0.36 HC-\$9.24 231P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*DISTRIBUTIVE EDUCATION, \*EDUCATIONAL RESEARCH, \*REVIEW (REEXAMINATION), COLUMBUS, CURRICULUM DEVELOPMENT, EDUCATIONAL ADMINISTRATION, EDUCATIONAL EQUIPMENT, EDUCATIONAL FACILITIES, EDUCATIONAL NEEDS, EDUCATIONAL PHILOSOPHY, EDUCATIONAL PLANNING,



EMPLOYMENT OPPORTUNITIES, ERIC CLEARINGHOUSE, INSTRUCTIONAL MATERIALS, LEARNING PROCESSES, MANPOWER DEVELOPMENT, ON THE JOB TRAINING, PROGRAM EVALUATION, STUDENT PERSONNEL SERVICES, TEACHER EDUCATION, TEACHING METHODS,

THIS REVIEW AND SYNTHESIS OF THE LITERATURE ON DISTRIBUTIVE EDUCATION INCLUDES 59 DOCTORAL DISSERTATIONS WRITTEN SINCE 1930, 120 MASTERS STUDIES COMPLETED FROM 1957 THROUGH 1966, AND 71 OTHER STUDIES. TOPICS COVERED ARE (1) PHILOSOPHY AND OBJECTIVES, (2) MANPOWER NEEDS AND EMPLOYMENT OPPORTUNITIES, (3) CURRICULUM DEVELOPMENT, (4) EDUCATIONAL PROGRAMS, (5) INSTRUCTIONAL MATERIALS AND DEVICES, (6) LEARNING PROCESSES AND TEACHING METHODS, (7) STUDENT PERSONNEL SERVICES, (8) FACILITIES AND EQUIPMENT, (9) TEACHER EDUCATION, (10) ADMINISTRATION AND SUPERVISION, (11) EVALUATION, AND (12) RESEARCH. THE COMMENTARY ON THE STATE OF DISTRIBUTIVE EDUCATION RESEARCH IS ACCOMPANIED BY FIVE TABLES WHICH PRESENT CLASSIFICATION OF RESEARCH BY GRADUATE DEGREES, GRADUATE INSTITUTIONS, YEARS, GEOGRAPHIC REGIONS, AND SUBJECTS. THE BIBLIOGRAPHY PROVIDES A CROSS-INDEX TO THE CONTENTS. THE CONCLUSIONS WERE THAT STUDIES HAVE DOMINATED RESEARCH IN DISTRIBUTIVE EDUCATION AND THAT LITTLE USE OF TESTS HAS BEEN MADE. STATISTICAL METHODS, ELECTRONIC DATA PROCESSING, AND BETTER RESEARCH TECHNIQUES ARE BEING USED INCREASINGLY. USE OF EXPERIMENTAL METHODS AND THE DEVELOPMENT OF TESTS DESIGNED TO MEASURE SPECIFIC EDUCATIONAL OUTCOMES ARE RECOMMENDED. (SL)

ED 011 566

VT 002 334

REVIEW AND SYNTHESIS OF RESEARCH IN BUSINESS AND OFFICE EDUCATION.

BY- LANHAM, FRANK W.   TRYTTEN, J.H.

OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED

PUB DATE   AUG   66

EDRS PRICE MF-\$0.27 HC-\$5.76   144P.

DESCRIPTORS- \*BIBLIOGRAPHIES, \*BUSINESS EDUCATION, \*EDUCATIONAL RESEARCH, \*OFFICE OCCUPATIONS EDUCATION, \*REVIEW (REEXAMINATION), COLUMBUS, CURRICULUM DEVELOPMENT, EDUCATIONAL ADMINISTRATION, EDUCATIONAL EQUIPMENT, EDUCATIONAL FACILITIES, EDUCATIONAL OBJECTIVES, EDUCATIONAL PHILOSOPHY, EDUCATIONAL PROGRAMS, ERIC CLEARINGHOUSE, INSTRUCTIONAL MATERIALS, MANPOWER DEVELOPMENT, PROGRAM EVALUATION, STUDENT PERSONNEL SERVICES, TEACHER EDUCATION, TEACHING METHODS, TEACHING PROCESSES.

THE RESEARCH REPORTED ON IS PRIMARILY RELEVANT TO BUSINESS AND OFFICE PREPARATION IN SENIOR HIGH SCHOOLS, AREA VOCATIONAL SCHOOLS, COMMUNITY COLLEGES, OR YOUTH AND ADULT PROGRAMS OPERATED BY THESE PUBLIC INSTITUTIONS. REPORTS OF TEACHER PREPARATION FOR THESE AREAS AND INSTITUTIONS ARE ALSO INCLUDED. TOPICS OUTSIDE THE SCOPE OF BUSINESS AND OFFICE EDUCATION AS DEFINED IN THE VOCATIONAL ACT OF 1963 WERE OMITTED. STUDIES WERE INCLUDED IF THEY PROVIDED (1) SOME UNIQUE OR SYSTEMATIC METHOD OF ATTACKING PROBLEMS, (2) MORE THAN A TEMPORARY OR NARROW GEOGRAPHIC RESULT, AND (3) A REPRESENTATIVE PICTURE OF THE CURRENT STATUS OF RESEARCH WHICH COULD AID RESEARCHERS TO ASSESS GAPS IN SYSTEMATIC PROBLEM SOLVING. EXCEPT FOR CLASSICS OR EARLIER RESEARCH REVIEWS, THE LITERATURE COVERED THE PERIOD FROM 1960-66. PHILOSOPHY AND OBJECTIVES, MANPOWER NEEDS AND EMPLOYMENT

OPPORTUNITIES, CURRICULUM DEVELOPMENT, EDUCATIONAL PROGRAMS, INSTRUCTIONAL MATERIALS AND DEVICES, LEARNING PROCESSES AND TEACHING METHODS, STUDENT PERSONNEL SERVICES, FACILITIES AND EQUIPMENT, TEACHER EDUCATION, ADMINISTRATION AND SUPERVISION, EVALUATION, AND RESEARCH ARE THE TOPICS DISCUSSED. (PS)









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A LINGUISTIC STUDY OF CUES AND MISQUES IN READING.

ED 011 482

## WORK ATTITUDES

ORGANIZATION TYPES AND ROLE STRAINS--AN EXPERIMENTAL STUDY OF COMPLEX ORGANIZATIONS.

BR-5-0248-2

ED 011 343

PERSONALITY AND MOTIVATION IN REHABILITATION.

ED 011 388

## WORK EXPERIENCE PROGRAMS

COOPERATIVE EDUCATION AND THE COMMUNITY COLLEGES IN NEW JERSEY.

ED 011 453

## WORK STUDY PROGRAMS

COOPERATIVE EDUCATION AND THE COMMUNITY COLLEGES IN NEW JERSEY.

ED 011 453

## YOUNG FARMER EDUCATION

ATTITUDINAL CHANGES TOWARD ADULT EDUCATION DURING STUDENT TEACHING.

RB-3

ED 011 847

## YOUTH

A STUDY OF THE OCCUPATIONAL STATUS OF THE YOUNG ADULT DEAF OF THE SOUTHWEST AND THEIR NEED FOR SPECIALIZED VOCATIONAL REHABILITATION FACILITIES. FINAL REPORT.

ED 011 414









**PROJECT  
RESUMES**

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Accession Number--an identification number sequentially assigned to project documents as they are processed.

Office of Education Program--a code for the legislative program which supported the research activity.

## SAMPLE ENTRY

Title of the Research Project.

EP 000 000

24

Investigator(s)--the individual(s) responsible for the conduct of the project.

A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.

INVESTIGATOR- JASPEN, NATHAN

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

BUREAU NUMBER BR-6-1234

PROP DATE 01-OCT-65

CONTRACT/GRANT OEC-6-12-01234-0033

Institutional Source--the organization at which the research activity is conducted.

DESCRIPTORS- \*AUDIOVISUAL AIDS, \*CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS; \*VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS.

Bureau Number--an administrative number assigned by the Bureau of Research, U.S. Office of Education.

START DATE 12-15-65

END DATE 06-30-67

Proposal Date--the date the proposal was submitted for evaluation in the Bureau of Research.

Informative Abstract--a synopsis of the project in about 200 words. When applicable it includes the purpose and procedure of the research activity.

Contract or Grant Number--contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Descriptors--the subject terms assigned by an indexer to characterize the substance of a project. Only the major terms preceded by an asterisk are printed in the subject index.

Start Date and End Date--the starting date and the anticipated ending date for the research project.

AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR TASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTI-AIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 50 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)

Abstractor's initials.

## EP 010 807

08

DEVELOPMENT AND EVALUATION OF INSTRUCTIONAL UNITS IN ORNAMENTAL NURSERY, FLORICULTURE, AND TURF OCCUPATIONS FOR THE NORTHEASTERN UNITED STATES.

INVESTIGATOR- STINSON, RICHARD F.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

BUREAU NUMBER ER-5-0022

CONTRACT OEC-5-85-014

PROP DATE 16 DEC 64

DESCRIPTORS- \*AGRICULTURAL EDUCATION, \*CURRICULUM DEVELOPMENT, \*INSTRUCTIONAL MATERIALS, \*TEACHER IMPROVEMENT, \*VOCATIONAL AGRICULTURE TEACHERS, AGRICULTURAL SKILLS, HORTICULTURE, LESSON PLANS, RESOURCE GUIDES, TEACHING GUIDES, UNIVERSITY PARK,

START DATE 04-01-65

END DATE 08-31-68

INSTRUCTIONAL UNITS FOR CERTAIN SEGMENTS OF AGRICULTURAL EDUCATION WILL BE DEVELOPED AND FIELD TESTED. IN ADDITION, TRAINING PROGRAMS FOR SELECTED TEACHERS IN HIGH SCHOOLS AND VOCATIONAL-TECHNICAL SCHOOLS WILL BE CONDUCTED TO IMPROVE TEACHING COMPETENCIES IN ORNAMENTAL NURSERY PRODUCTION AND SALES, FLORICULTURE PRODUCTION AND SALES, AND TURF ESTABLISHMENT AND MAINTENANCE. TEACHER UNIT-PLANS AND STUDENT RESOURCE MATERIALS WILL BE DEVELOPED FOR EACH OF THE THREE AREAS. FIELD TESTING AND DISSEMINATION WILL BE ACCOMPLISHED THROUGH PILOT PROGRAMS, INSERVICE TRAINING WORKSHOPS, AND PUBLICATION OF THE MATERIALS DEVELOPED. (60)

## EP 010 808

08

TRAINING INSTITUTE TO UPGRADE TEACHERS OF VOCATIONAL AGRICULTURE IN DISTRIBUTIVE EDUCATION AND SUPERVISED TRAINING IN OFF-FARM AGRICULTURAL OCCUPATIONS.

INVESTIGATOR- HALL, WILLIAM L.

OKLAHOMA STATE UNIV., STILLWATER, AGRIC.-APPL.SCI.

BUREAU NUMBER ER-5-0025

PROP DATE 21 MAY 65

CONTRACT OEC-5-85-077

DESCRIPTORS- \*DISTRIBUTIVE EDUCATION, \*INSTITUTES (TRAINING PROGRAMS), \*OFF FARM AGRICULTURAL OCCUPATIONS, \*TEACHER IMPROVEMENT, \*VOCATIONAL AGRICULTURE, DEMONSTRATION PROJECTS, MATERIAL DEVELOPMENT, RURAL EDUCATION, STILLWATER, SUMMER PROGRAMS, TRAINING, VOCATIONAL EDUCATION,

START DATE 05-01-65

END DATE 08-30-67

SPECIAL TRAINING WILL BE OFFERED TO TEACHERS OF VOCATIONAL EDUCATION IN RURAL AREA SCHOOLS TO BROADEN THEIR ABILITIES TO HELP STUDENTS IN THE DISTRIBUTIVE PHASES OF VOCATIONAL EDUCATION AND TO ACQUAINT THEM WITH METHODS OF CONDUCTING SUPERVISED TRAINING IN OFF-FARM AGRICULTURAL BUSINESSES. ACTUAL TRAINING WILL BE ACCOMPLISHED IN TWO 8-WEEK SUMMER-INSTITUTE PROGRAMS HELD IN CONSECUTIVE SUMMERS. THIRTY TEACHERS WILL PARTICIPATE IN EACH INSTITUTE. MATERIALS WILL BE DEVELOPED TO AID THE TEACHERS IN SUPERVISING STUDENT TRAINING PROGRAMS IN OFF-FARM AGRICULTURAL OCCUPATIONS AND IN RELATED AREAS OF DISTRIBUTIVE EDUCATION. EACH PARTICIPATING TEACHER WILL BE GIVEN PROFESSIONAL ASSISTANCE IN SETTING UP THEIR PROGRAM OF INSTRUCTION AND IN HELPING THEM WORK WITH OTHER TEACHERS IN THEIR RESPECTIVE AREAS. EACH TEACHER WILL ALSO BE FOLLOWED UP FOR AN APPRAISAL OF THE IMPLEMENTED INSTRUCTIONAL PROGRAMS. THE TEACHERS WILL SERVE AS RESOURCE

PERSONNEL, AND THEIR DEPARTMENTS AS DEMONSTRATION CENTERS, FOR OTHER TEACHERS IN THEIR AREAS. (JH)

## EP 010 809

24

THE RELATIONSHIP OF MATHEMATICS CURRICULUM INNOVATION PRESENTED THROUGH TWO METHODS AND THE EFFECT UPON ACHIEVEMENT AS A FUNCTION OF LEARNER ABILITY.

INVESTIGATOR- ARMSTRONG, JENNY R.

WISCONSIN UNIV., MADISON

BUREAU NUMBER ER-7-E-109

PROP DATE

67

GRANT OEC-1-7-070109-3888

DESCRIPTORS- \*ACHIEVEMENT, \*CONVENTIONAL INSTRUCTION, \*DISCOVERY PROCESSES, \*MATHEMATICS INSTRUCTION, \*SPIRAL CURRICULUM, DATA ANALYSIS, GRADE 6, MADISON,

START DATE 06-01-67

END DATE 01-30-68

TWO KINDS OF SIXTH-GRADE MATHEMATICS CURRICULUM SEQUENCES, SPIRAL AND BLOCK, WILL BE PUT INTO ACTION BY TWO DIFFERENT INSTRUCTIONAL APPROACHES, THE DISCOVERY METHOD AND THE EXPOSITORY METHOD. THE INVESTIGATOR WILL COMPARE THE MATHEMATICAL ACHIEVEMENT OF STUDENTS OF DIFFERENT COGNITIVE LEVELS TO DETERMINE (1) WHAT TYPES OF LEARNERS LEARN BEST UNDER EACH CURRICULAR-INSTRUCTIONAL CONDITION, AND (2) WHICH OF THE LEARNER VARIABLES OF PERSONALITY, MOTIVATION, GLOBAL INTELLIGENCE, APTITUDE, AND ATTITUDE ARE MOST PREDICTIVE OF MATHEMATICAL ACHIEVEMENT UNDER EACH CURRICULAR-INSTRUCTIONAL CONDITION. THIS STUDY IS DESIGNED TO EXPERIMENTALLY CONTROL FOR THE TEACHER VARIABLE AND TO STATISTICALLY CONTROL FOR THE LEARNER VARIABLE. TWO HUNDRED SIXTH GRADERS, RANDOMLY SELECTED, WILL BE TESTED PRIOR TO THE EXPERIMENT TO DETERMINE THEIR MATHEMATICAL APTITUDE, GLOBAL INTELLIGENCE, PERSONALITY, ATTITUDE, AND MOTIVATION. THE SUBJECTS WILL BE RANDOMLY ASSIGNED TO ONE OF THE FOUR TREATMENT CONDITIONS. A PRETEST OF MATHEMATICAL KNOWLEDGE WILL BE GIVEN PRIOR TO INSTRUCTION. FOUR MASTER-LEVEL, EXPERIENCED TEACHERS WILL BE TRAINED TO CARRY OUT EACH OF THE FOUR TREATMENTS. EACH TEACHER WILL TEACH EACH GROUP FOR THE SAME AMOUNT OF TIME. A POST-TEST OF MATHEMATICAL KNOWLEDGE WILL BE GIVEN AT THE END OF THE EXPERIMENTAL PROGRAM. (AL)

## EP 010 810

56

A STUDY OF VISUAL AND AUDITORY PRESENTATION IN DENTAL LECTURE AND LABORATORY INSTRUCTION.

INVESTIGATOR- ALLEN, WILLIAM H.

UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES

BUREAU NUMBER ER-5-0867

PROP DATE 01 AUG 64

GRANT OEC-7-14-1490-294

DESCRIPTORS- \*AUDIOVISUAL INSTRUCTION, \*AUTOINSTRUCTIONAL AIDS, \*DENTAL SCHOOLS, \*INSTRUCTIONAL TECHNOLOGY, \*PROGRAMED INSTRUCTION, AUTOINSTRUCTIONAL LABORATORIES, AUTOMATION, CONVENTIONAL INSTRUCTION, LOS ANGELES, PROGRAMED MATERIALS, TEACHER ROLE, TEACHING MACHINES, TEACHING TECHNIQUES,

START DATE 05-01-65

END DATE 02-28-67

A 9-WEEK UNIT OF INSTRUCTION ON CAVITY PREPARATION AND THE PLACEMENT OF FILLINGS IN TEETH WILL BE TAUGHT TO ABOUT 100 FIRST-YEAR DENTAL STUDENTS UNDER TWO GROUP-LECTURE CONDITIONS AND UNDER THREE LABORATORY CONDITIONS. THE TWO



LECTURE PRESENTATION MODES TO BE STUDIED ARE "INSTRUCTOR-PRESENTED ILLUSTRATED LECTURE" AND "MACHINE-PRESENTED AUTOMATED LECTURE," AND THE THREE LABORATORY CONDITIONS ARE "INSTRUCTOR-SUPERVISED," "AUTOMATED," AND "AUTOMATED WITH INSTRUCTOR SUPERVISION." THERE WILL BE SIX TREATMENT GROUP COMBINATIONS, EACH CONTAINING 3 HOURS OF LECTURE AND 10 HOURS OF LABORATORY INSTRUCTION. SPECIAL VISUAL AND AUDITORY PROGRAMED PRESENTATION MATERIALS WILL BE DEVELOPED FOR THE VARIOUS TREATMENT GROUPS. THE APPROPRIATENESS OF EACH LECTURE AND LABORATORY MODE AND COMBINATION OF MODE WILL BE DETERMINED FOR SPECIFIED INSTRUCTIONAL OBJECTIVES (DIGITAL-MOTOR SKILL, COGNITIVE LEARNING, AND PERCEPTUAL DISCRIMINATION), FOR ADMINISTRATIVE FACTORS (COST, TIME, AND INSTRUCTOR-STUDENT RATIO), AND FOR LEARNER CHARACTERISTICS (CENTAL AFFITUDE AND SCHOLASTIC ABILITY). COMPARISONS OF THE VARIABLES UNDER STUDY WILL BE BY ANALYSIS OF COVARIANCE AND CORRELATIONAL ANALYSIS. THE OUTCOME EXPECTED FROM THIS INVESTIGATION WILL BE THE DEVELOPMENT OF EFFECTIVE AUTOMATED TEACHING TECHNIQUES THAT WILL RELEASE PROFESSIONAL PERSONNEL FROM TEACHING MECHANICAL PROCEDURES IN DENTISTRY. (JH)

## EP 010 811

64

SOUTHERN CALIFORNIA AUTOMATED CATALOGING PROJECT.

INVESTIGATOR- MCMURRY, GLENN

UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES

BUREAU NUMBER BR-5-1016

PROP DATE 24 JAN 64

CONTRACT CEC-4-16-031

DESCRIPTORS- \*AUDIOVISUAL CENTERS, \*CATALOGING, \*FILMS, \*INFORMATION SYSTEMS, \*INSTRUCTIONAL TECHNOLOGY, AUTOMATION, CATALOGS, COOPERATIVE PROGRAMS, INDEXED (LOCATORS), LIBRARY SERVICES, LOS ANGELES, MASS MEDIA,

START DATE 06-30-64

END DATE 12-31-66

AN EXPERIMENTAL, AUTOMATED CATALOGING SERVICE WILL BE ESTABLISHED FOR THE AUDIOVISUAL CENTERS IN THE EIGHT COUNTIES OF SOUTHERN CALIFORNIA. APPROXIMATELY 30 CENTERS WILL COOPERATE, INCLUDING SCHOOL DISTRICTS, COUNTY SCHOOL SYSTEMS, AND OTHER DEPOSITORIES. THE OVERALL PROGRAM PLAN IS FOR AN EVENTUAL CATALOGING SYSTEM COVERING THE ENTIRE RANGE OF NEW MEDIA. THIS PROJECT WILL BE PHASE 1 OF THE OVERALL EFFORT AND WILL COVER MOTION PICTURE HOLDINGS ONLY AND AN EXAMINATION OF THE PROBLEMS ASSOCIATED WITH CATALOGING OTHER MEDIA. THE CATALOGING SERVICE WILL MAKE USE OF A COMPUTER AND OTHER AUTOMATIC EQUIPMENT FOR DEVELOPING AN INFORMATION STORAGE AND RETRIEVAL AND PRINTOUT SYSTEM FOR CATALOG INFORMATION. SUCH A SYSTEM WILL OFFER ECONOMY IN BOTH TIME AND MONEY FOR THE COOPERATING AUDIOVISUAL CENTERS. (JH)

## EP 010 812

64

SURVEY OF PROFESSIONAL JOURNALS IN THE FIELD OF PUBLIC COMMUNICATION AND NEW MEDIA.

INVESTIGATOR- MOGAN, CHARLES F.

PENNSYLVANIA UNIV., PHILADELPHIA, INST. FOR COOP. RES

BUREAU NUMBER BR-5-1190

PROP DATE 26 FEB 65

CONTRACT CEC-5-16-037

DESCRIPTORS- \*AUDIOVISUAL COMMUNICATION, \*INFORMATION DISSEMINATION, \*INSTRUCTIONAL TECHNOLOGY, \*MASS MEDIA, \*SCHOLARLY JOURNALS, AUDIOVISUAL AIDS, INFORMATION

UTILIZATION, PERIODICALS, PHILADELPHIA, SURVEYS.

START DATE 06-01-65

END DATE 02-15-67

A SURVEY WILL BE MADE OF THE SCOPE, CATEGORIES, AND STYLES OF COVERAGE IN PROFESSIONAL JOURNALS OF RESEARCH AND OTHER SCHOLARLY INFORMATION DEVOTED TO OR ENCOMPASSING THE FIELD OF PUBLIC COMMUNICATION AND ITS SUBFIELD OF NEW MEDIA IN EDUCATION. AS PART OF HIS RESEARCH EFFORT, THE INVESTIGATOR PLANS TO ESTABLISH (THROUGH CONSULTATION, COORDINATION, AND CONFERENCES) SOME PREDISPOSING CONDITIONS FOR ACTION, THE NEED FOR WHICH HAS BEEN SUGGESTED BY RESEARCH FINDINGS. THESE CONDITIONS OF ACTION WILL BE RELATED TO DEVELOPING A COMPATIBLE RELATIONSHIP BETWEEN (1) PERIODICAL INFORMATION ON PUBLIC COMMUNICATION AND NEW MEDIA, AND (2) THE NEEDS AND DESIRES OF THOSE WHO FORMULATE AND IMPLEMENT POLICY GOVERNING ACCEPTANCE AND USE OF NEW MEDIA. THE DATA TO BE SURVEYED WILL BE THAT PUBLISHED OVER AN APPROXIMATE 10-YEAR PERIOD, 1955-64. (JH)

## EP 010 813

60

THE DEVELOPMENT OF A REGIONAL TEACHER EDUCATION PROGRAM FOR THE FIELD OF DISTRIBUTION AND MARKETING.

INVESTIGATOR- FURVIS, A.W.

MASSACHUSETTS UNIV., AMHERST, SCH. OF EDUCATION

BUREAU NUMBER BR-5-1317

PROP DATE 31 AUG 65

GRANT CEC-1-6-000496-0662

DESCRIPTORS- \*DISTRIBUTIVE EDUCATION, \*MODELS, \*PROGRAM DEVELOPMENT, \*REGIONAL PROGRAMS, \*TEACHER EDUCATION, AMHERST, DATA COLLECTION, INFORMATION PROCESSING, INTERVIEWS,

START DATE 03-01-66

END DATE 09-30-67

THE FIRST PHASE OF A TWO-PHASE PROJECT PLANNED TO DEVELOP A REGIONAL DISTRIBUTIVE-EDUCATION PROGRAM WILL BE PERFORMED. OBJECTIVES OF THE FIRST PHASE ARE (1) FIRST-HAND STUDY OF EXISTING, DISTRIBUTIVE TEACHER-EDUCATION PROGRAMS, AND OF OPERATIONAL, REGIONAL ENDEAVORS; (2) COLLECTION OF THE VIEWS ON THE ESSENCE OF DISTRIBUTIVE-EDUCATION TRAINING PROGRAMS THAT ARE HELD BY INDIVIDUALS IN MARKETING, BUSINESS ADMINISTRATION, ECONOMICS, LABOR-MANAGEMENT RELATIONS, AND VOCATIONAL REHABILITATION; (3) EVALUATION OF PREVIOUSLY PROPOSED, DISTRIBUTIVE-EDUCATION TRAINING PROGRAMS IN TERMS OF THE NEWLY ACQUIRED EVIDENCE, AND (4) PROPOSAL OF MODEL TRAINING PROGRAMS FOR DISTRIBUTIVE EDUCATION APPROPRIATE TO CURRENT NEEDS. INITIAL ACTIVITIES WILL INCLUDE ASSEMBLY OF PROJECT STAFF, CONVENING OF CONSULTANTS AND AN EXECUTIVE COUNCIL TO PRESCRIBE WORK RESPONSIBILITIES, AND PLANNING OF DATA GATHERING AND PROCESSING PROCEDURES. SITE VISITS AND INTERVIEWS WILL BE CONDUCTED, DATA FOR ANALYSIS WILL BE COLLECTED, AND A PRELIMINARY DRAFT OF DISTRIBUTIVE EDUCATION PROGRAMS WILL BE PREPARED FOR THE EXECUTIVE COUNCIL'S AND PROJECT CONSULTANTS' REACTIONS. BASED ON THE FINDINGS, MODEL DISTRIBUTIVE EDUCATION PROGRAMS WILL BE IDENTIFIED AND CONSIDERED FOR FURTHER RESEARCH IN THE SECOND PHASE OF THE PROJECT. (GD)

## EP 010 814

24

RECENT CURRICULUM DEVELOPMENTS AT THE MIDDLE LEVEL OF FRENCH, WEST GERMAN, AND ITALIAN SCHOOLS.

INVESTIGATOR- SPRINGER, URSULA R.



CITY UNIV. OF NEW YORK, BROOKLYN COLL.  
BUREAU NUMBER BR-5-8451  
CONTRACT CEC-6-10-211

PROP DATE 01 APR 65

DESCRIPTORS- \*COMPARATIVE EDUCATION, \*COUNSELING, \*CURRICULUM EVALUATION, \*INNOVATION, \*MIDDLE SCHOOLS, BROOKLYN, EDUCATIONAL COUNSELING, EDUCATIONAL RESOURCES, FRANCE, GRADE 5, GRADE 6, GRADE 7, ITALY, LANGUAGE INSTRUCTION, TEAM TEACHING, WEST GERMANY,

START DATE 11-01-65

END DATE 11-03-66

AN EXAMINATION WILL BE MADE OF CURRICULUM REFORMS ON THE MIDDLE-SCHOOL LEVEL IN THREE EUROPEAN COUNTRIES WITH EDUCATIONAL STANDARDS COMPARABLE TO THOSE IN THE UNITED STATES. THE FINDINGS ARE EXPECTED TO PROVIDE AMERICAN EDUCATORS WITH INFORMATION ON CURRICULUM ADVANCES GOING ON IN OTHER HIGHLY INDUSTRIALIZED COUNTRIES SO THAT A BROADER PERSPECTIVE ON COMMON EDUCATIONAL PROBLEMS MAY BE GAINED. THE COUNTRIES SELECTED ARE FRANCE, WEST GERMANY, AND ITALY. IN ALL THREE COUNTRIES, RECENT NATIONAL REFORM PLANS EMPHASIZED NEEDED INNOVATIONS ON THE MIDDLE LEVEL OF SCHOOLING (GRADES 5, 6, AND 7). THE CHANGES ARE CONSIDERED ESSENTIAL FOR THE PLANNED EXPANSION OF ACADEMIC TRAINING TO MORE ABLE CHILDREN OF LOWER-CLASS BACKGROUND, AND FOR THE IMPROVEMENT OF PROCEDURES IN GUIDING STUDENTS TOWARD THE MOST SUITABLE OF SECONDARY SCHOOL COURSES. PARTICULAR ATTENTION WILL BE GIVEN TO (1) NEW PLANS OF INSTRUCTION, SUCH AS FOREIGN LANGUAGE STUDY, (2) IMPROVED METHODS OF EVALUATING ACHIEVEMENT WHICH ARE THE BASIS FOR SELECTION OF STUDENTS FOR ACADEMIC TRAINING, AND (3) EXPERIMENTS WITH NEW TEACHING TECHNIQUES, SUCH AS TEAM TEACHING AND PROGRAMED INSTRUCTION. (TC)

#### EP 010 815

08

DEVELOPMENT OF AN INSTRUMENT FOR EVALUATING SOCIAL READINESS FOR EMPLOYMENT.

INVESTIGATOR- DATES, ZELFHA  
CALIFORNIA STATE COLL., LONG BEACH  
BUREAU NUMBER BR-5-8462  
GRANT CEC-4-6-058462-0497

PROP DATE 18 JUL 65

DESCRIPTORS- \*ECONOMICALLY DISADVANTAGED, \*EMPLOYMENT, \*RATING SCALES, \*SOCIAL DEVELOPMENT, \*SOCIOALLY DISADVANTAGED, CULTURAL DIFFERENCES, CURRICULUM EVALUATION, FEMALES, ITEM ANALYSIS, JUNIOR HIGH SCHOOL STUDENTS, LONG BEACH, RESPONSE MODE, VOCATIONAL EDUCATION,

START DATE 01-31-66

END DATE 12-30-66

AN INSTRUMENT WILL BE DEVELOPED FOR EVALUATING SOCIAL READINESS FOR EMPLOYMENT AS A FIRST STEP IN DETERMINING CHARACTERISTIC DIFFERENCES IN PREEMPLOYMENT EDUCATION FOR GIRLS IN JUNIOR HIGH SCHOOLS OF SOCIOECONOMICALLY DISADVANTAGED AND ADVANTAGED COMMUNITIES. THE FIRST TASK WILL BE TO IDENTIFY AREAS OF SOCIAL READINESS FOR EMPLOYMENT ON THE BASIS OF THE LITERATURE AND OPINIONS OF SELECTED PERSONNEL MANAGERS. NEXT, THE LEVEL APPROPRIATE FOR JUNIOR HIGH SCHOOL STUDENTS WILL BE IDENTIFIED BY WORKING WITH JUNIOR HIGH SCHOOL PERSONNEL. AN APPRAISAL INSTRUMENT SUITABLE FOR EVALUATING SOCIAL READINESS FOR EMPLOYMENT WILL BE DEVISED AND ARRANGED IN TWO FORMS WITH COMPARABLE ITEMS. THESE FORMS WILL BE ADMINISTERED TO SEVENTH, EIGHTH, AND

NINTH GRADE CLASSES. ITEM ANALYSES WILL BE MADE USING PUNCHED CARDS. THE INSTRUMENT WILL BE REVISED ON THE BASIS OF THE ITEM ANALYSIS. THE RELIABILITY COEFFICIENT OF THE INSTRUMENT WILL BE DETERMINED. INTERVIEWS WILL BE MADE TO STUDY VALIDITY OF RESPONSES TO THE INSTRUMENT. (TC)

#### EP 010 816

24

ADVANCED EDUCATIONAL RESEARCH INSTITUTE FOR SMALL COLLEGE AND UNIVERSITY PERSONNEL.

INVESTIGATOR- HILL, ROBERT E.  
BALL STATE UNIV., MUNCIE, IND.  
BUREAU NUMBER BR-6-1890  
GRANT CEC-3-6-061890-0780

PROP DATE 66

DESCRIPTORS- \*COLLEGE FACULTY, \*EDUCATIONAL RESEARCH, \*INSTITUTES (TRAINING PROGRAMS), \*RESEARCHERS, \*SMALL SCHOOLS, COMPUTERS, MUNCIE, PROGRAMING, REGIONAL LABORATORIES, SUMMER PROGRAMS,

START DATE 04-10-66

END DATE 10-31-66

A SUMMER INSTITUTE IS PLANNED TO DEVELOP RESEARCH COMPETENCIES OF FACULTY MEMBERS FROM SMALL COLLEGES AND UNIVERSITIES WHO COULD BECOME LEADERS IN EDUCATIONAL RESEARCH. THE OBJECTIVES ARE TO (1) CREATE AN AWARENESS OF THE IMPORTANCE OF EDUCATIONAL RESEARCH FOR OPTIMUM EDUCATIONAL SUCCESS, (2) AID IN THE DEVELOPMENT OF RESEARCH COMPETENCIES, AND (3) ACQUAINT THE PARTICIPANTS WITH RESEARCH OPPORTUNITIES, PROPOSED FUNCTIONS AND STRUCTURES OF REGIONAL EDUCATION RESEARCH LABORATORIES, AND THE PLACE OF COMPUTERS AND OTHER TECHNOLOGICAL INSTRUMENTS IN EDUCATIONAL RESEARCH. THE RESEARCH INSTITUTE WILL BE OPEN TO 30 FACULTY MEMBERS FROM SMALL COLLEGES AND UNIVERSITIES WITH TEACHER TRAINING PROGRAMS. (TC)

#### EP 010 817

24

THE LONGITUDINAL EFFECTS OF EARLY RESEARCH EXPERIENCE.

INVESTIGATOR- GIBSONS, DONALD F.  
CASE INST. OF TECH., CLEVELAND, OHIO  
BUREAU NUMBER BR-6-1064  
GRANT CEC-3-7-001064-0487

PROP DATE 29 DEC 65

DESCRIPTORS- \*ACADEMIC ENRICHMENT, \*COLLEGE PREPARATION, \*CREATIVE DEVELOPMENT, \*INDIVIDUAL DEVELOPMENT, \*STUDENT RESEARCH, CLEVELAND, CREATIVE ACTIVITIES, EARLY EXPERIENCE, HIGH SCHOOL GRADUATES, LONGITUDINAL STUDIES, RESEARCH PROJECTS, SCIENTIFIC METHODOLOGY, SUMMER PROGRAMS,

START DATE 10-04-66

END DATE 08-31-66

A PRECOLLEGE, SUMMER RESEARCH PROGRAM IN SCIENTIFIC TECHNOLOGY FOR ENTERING FRESHMEN WILL BE EVALUATED TO DETERMINE ITS LONGITUDINAL INFLUENCE ON CREATIVE ABILITY AND ON THE TOTAL EFFECTIVENESS OF THE STUDENT'S EDUCATIONAL EXPERIENCE. THE HYPOTHESIS TO BE TESTED IS THAT THE DEVELOPMENT OF CREATIVITY CAN BEST BE ACCOMPLISHED BY DIRECTLY INVOLVING THE STUDENT IN RESEARCH PROJECTS AS EARLY AS POSSIBLE IN HIS EDUCATION. DATA GATHERED FROM STUDENTS PARTICIPATING IN THE SUMMER RESEARCH PROGRAM WILL BE COMPARED WITH THAT OF A CONTROL GROUP WHICH WILL NOT HAVE HAD SUMMER RESEARCH EXPERIENCE. THE TWO GROUPS WILL BE FOLLOWED DURING THEIR FIRST 2 YEARS OF COLLEGE. THE FACTORS TO BE

INVESTIGATED WILL INCLUDE (1) THE STUDENT'S PERCEPTION OF THE MEANING OF RESEARCH, (2) HIS PERCEPTION OF SELF AS A POTENTIAL RESEARCHER, (3) HIS ANTICIPATIONS OF HIS ACADEMIC TRAINING DURING THE FIRST SEMESTER, (4) HIS PERCEPTION OF "BASIC KNOWLEDGE" VERSUS "RESEARCH TRAINING," AND (5) HIS ACADEMIC ACHIEVEMENTS. PARTICULAR EMPHASIS WILL BE PLACED UPON HOW THESE FACTORS CHANGE DURING THE SUMMER EXPERIENCE AND DURING THE FIRST 2 COLLEGE YEARS. (JH)

## EP 010 818

24

WORKSHOP CONFERENCES TO FOSTER INNOVATION IN HIGHER EDUCATION.

INVESTIGATOR- BASKIN, SAMUEL  
ANTIOCH COLL., YELLOW SPRINGS, OHIO  
BUREAU NUMBER BR-6-2103  
CONTRACT CEC-3-6-062103-0667

PROF DATE 15 FEB 66

DESCRIPTORS- \*CONFERENCES, \*HIGHER EDUCATION, \*INNOVATION, \*PROGRAM DEVELOPMENT, \*WORKSHOPS, EDUCATIONAL QUALITY, YELLOW SPRINGS,

START DATE 04-08-66

END DATE 10-07-67

THE UNION FOR RESEARCH AND EXPERIMENTATION IN HIGHER EDUCATION, AN ORGANIZATION OF 10 NORTHEASTERN COLLEGES, WILL UNDERTAKE A SERIES OF CONFERENCES ON INNOVATION IN HIGHER EDUCATION, INTENDED TO IDENTIFY AND STIMULATE NEW PROGRAM DEVELOPMENTS AND CURRICULA INNOVATION IN HIGHER EDUCATION. THE CONFERENCES WILL GIVE PARTICULAR ATTENTION TO THE DISCOVERY OF WAYS IN WHICH INSTITUTIONS OF HIGHER LEARNING CAN IMPROVE THE QUALITY OF THE STUDENT'S LEARNING EXPERIENCE, WHILE COPIING WITH THE MANY PROBLEMS OF NUMBERS AND FINANCING THAT NOW RESET HIGHER EDUCATION. FOUR SUCH CONFERENCES ARE CONTEMPLATED. A NATIONAL CONFERENCE ON INNOVATION IN HIGHER EDUCATION WILL BE HELD AND WILL BE FOLLOWED BY A SERIES OF THREE REGIONAL CONFERENCES INTENDED TO GIVE FOLLOWUP SUPPORT TO PROJECTS, DEVELOPMENTS, AND NEW COLLEGE IDEAS GROWING OUT OF THE NATIONAL CONFERENCE. PARTICIPANTS WILL MEET TOGETHER IN GENERAL SESSIONS TO HEAR AND DISCUSS PRESENTATIONS ON NEW DEVELOPMENTS IN HIGHER EDUCATION, BUT WILL SPEND THE MAJOR PORTION OF THEIR TIME ON PLANNING AND DEVELOPMENT IN WORKSHOP GROUPS. A CATALOG OF IDEAS FOR TEACHING AND LEARNING IN HIGHER EDUCATION, INTENDED TO SERVE AS RESOURCE MATERIAL FOR THE WORKSHOP PARTICIPANTS, WILL BE PREPARED PRIOR TO THE NATIONAL MEETING. THE REGIONAL CONFERENCES, TO BE DIRECTED BY ONE OR MORE OF THE UNION COLLEGES, WILL BE PLANNED AT THE CONCLUSION OF THE NATIONAL MEETING. SEVERAL PUBLICATIONS, SUMMARIZING CONFERENCE DEVELOPMENTS, WILL BE PREPARED. (TC)

## EP 010 819

08

INSTITUTE FOR HOME ECONOMICS TEACHERS ON INITIATING, DEVELOPING, AND EVALUATING PROGRAMS AT THE POST HIGH SCHOOL LEVEL TO PREPARE FOOD SERVICE SUPERVISORS AND ASSISTANTS TO DIRECTORS OF CHILD CARE SERVICES.

INVESTIGATOR- CROSS, ALEENE  
GEORGIA UNIV., ATHENS  
BUREAU NUMBER BR-6-2250  
GRANT CEC-2-6-062250-0725

PROF DATE 15 FEB 66

DESCRIPTORS- \*CHILD CARE, \*FOOD SERVICE INDUSTRY, \*INSTITUTES (TRAINING PROGRAMS), \*INSTRUCTIONAL AIDS, \*OCCUPATIONAL HOME ECONOMICS, \*TEACHER EDUCATION, ATHENS, CURRICULUM RESEARCH,

PROGRAM DEVELOPMENT, PROGRAM EVALUATION,

START DATE 05-01-66

END DATE 06-30-67

A TRAINING INSTITUTE WILL BE CONDUCTED TO PROVIDE INFORMATION ON AND DEVELOP SOME ABILITY IN INITIATING, DEVELOPING, AND EVALUATING PROGRAMS FOR TRAINING WORKERS IN SELECTED OCCUPATIONS UTILIZING HOME ECONOMICS KNOWLEDGE AND SKILLS. THESE PROGRAMS WILL BE FOR TRAINING FOOD SERVICE SUPERVISORS AND ASSISTANTS-TO-DIRECTORS OF GROUP CARE SITUATIONS FOR CHILDREN, AND WOULD BE OFFERED AT THE POST-HIGH SCHOOL LEVEL. PARTICIPANTS WILL BE TEACHERS, TEACHER EDUCATORS, AND SUPERVISORS FROM 12 SOUTHERN STATES. EACH STATE GROUP WILL SERVE AS A TEAM TO ASSIST OTHERS IN THEIR RESPECTIVE STATES IN DEVELOPING SUCH PROGRAMS. THE CONTENT WILL CONSIST OF THREE RELATED PHASES--(1) INSTRUCTION IN PROCEDURES FOR INITIATING AND ORGANIZING OCCUPATIONAL EDUCATION PROGRAMS AND UP-TO-DATE COURSE CONTENT IN CHILD CARE AND FOOD SERVICE FOR THE POST-HIGH SCHOOL LEVEL, (2) DEVELOPMENT OF MATERIALS AND INSTRUCTIONAL AIDS FOR OCCUPATIONAL COURSES FOR PREPARING CHILD CARE ASSISTANT DIRECTORS AND FOOD SERVICE SUPERVISORS TO BE TAUGHT AT THE POST-HIGH SCHOOL LEVEL, AND (3) INSTRUCTION IN METHODS OF EVALUATING OCCUPATIONAL EDUCATION COURSES AND DEVELOPMENT OF DEVICES TO BE USED WITH CHILD CARE AND FOOD SERVICE TRAINEES. (TC)

## EP 010 820

24

TEACHING IN COLLEGE--A SEARCH OF THE LITERATURE OF COLLEGE TEACHING IN THE DISCIPLINES.

INVESTIGATOR- SMITH, G. KERRY  
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.  
BUREAU NUMBER BR-6-2999  
CONTRACT CEC-4-7-062999-3492

PROF DATE 08 JUN 66

DESCRIPTORS- \*BIBLIOGRAPHIES, \*COLLEGE INSTRUCTION, \*EDUCATIONAL PHILOSOPHY, \*PUBLICATIONS, \*TEACHING, COLLEGE TEACHERS, DISTRICT OF COLUMBIA, WRITING,

START DATE 04-15-67

END DATE 04-14-69

A SEARCH WILL BE MADE OF THE LITERATURE ON THE TEACHING OF DISCIPLINES IN COLLEGES TO PREPARE A REPORT ON CURRENT KNOWLEDGE OF VARIOUS PRACTICAL ASPECTS OF COLLEGE TEACHING. THE TEACHING OF SELECTED ACADEMIC DISCIPLINES WILL BE COVERED, AS WELL AS ELEMENTS OF TEACHING THAT ARE COMMON TO ALL ACADEMIC DISCIPLINES. THE LITERATURE SEARCH WILL BE UNDERTAKEN CHIEFLY BY LEADING MEMBERS OF THE ACADEMIC DISCIPLINES INVOLVED. AMONG THE LEARNED SOCIETIES REPRESENTED IN THIS SECTION WILL BE THE AMERICAN SOCIOLOGICAL ASSOCIATION, AMERICAN ECONOMIC ASSOCIATION, AMERICAN POLITICAL SCIENCE ASSOCIATION, COMMISSION ON UNDERGRADUATE EDUCATION IN BIOLOGICAL SCIENCES, AMERICAN CHEMICAL SOCIETY, CONFERENCE BOARD OF THE MATHEMATICAL SCIENCES, AND AMERICAN HISTORICAL ASSOCIATION. PROCEDURES WILL INCLUDE ORGANIZING, WRITING, EDITING, AND COORDINATING THE PUBLICATION. THE FINAL PUBLICATION IS EXPECTED TO BE OF VALUE TO EXPERIENCED COLLEGE TEACHERS WHO WANT TO REVIEW UP-TO-DATE PRACTICES, AND TO GRADUATE TEACHING-ASSISTANTS WHO NEED MORE KNOWLEDGE OF PHILOSOPHY OF EDUCATION, TEACHING METHODS AND TECHNIQUES, AND TESTING. (AL)

## EP 010 821

24

RELATIONSHIP OF FOUR TYPES OF STUDENT TEACHER SUPERVISORY CONFERENCES TO TEACHER PREPARATION.

INVESTIGATOR- SCHANTZ, BETTY BORER, EVAN TEMPLE UNIV., PHILADELPHIA, PA., COLL. OF EDUCATION

BUREAU NUMBER BR-6-6403

PROP DATE 22 DEC 65

GRANT CEC-1-7-068403-3075

DESCRIPTORS- \*CONFERENCES, \*COUNSELING, \*INTERACTION PROCESS ANALYSIS, \*STUDENT TEACHERS, \*SUPERVISORY METHODS, \*TEACHER EVALUATION, EFFECTIVE TEACHING, FLANDERS MATRIX, OBSERVATION, PHILADELPHIA, PRESERVICE EDUCATION, SELF EVALUATION, TEACHER EDUCATION,

START DATE 06-01-67

END DATE 05-31-69

THE EFFECTIVENESS OF FOUR TYPES OF CONFERENCES BETWEEN STUDENT TEACHERS AND THEIR SUPERVISION WILL BE EXAMINED IN TERMS OF THE INTERACTION PATTERNS OBSERVED IN THE STUDENT TEACHERS' CLASSROOMS. EACH OF 24 STUDENT TEACHERS WILL BE OBSERVED SIX TIMES OVER A ONE-SEMESTER PERIOD WHILE TEACHING ELEMENTARY SOCIAL STUDIES AND MATH. DURING THE SAME PERIOD, THEY WILL PARTICIPATE IN SIX SCHEDULED CONFERENCES WITH THEIR SUPERVISION. THESE CONFERENCES WILL USE EITHER (1) A THREE-WAY DESIGN OF ACTIVITY BETWEEN THE STUDENT TEACHER, HIS RESIDENT SUPERVISOR, AND A COOPERATING TEACHER, OR (2) A TWO-WAY DESIGN BETWEEN STUDENT TEACHER AND THE RESIDENT SUPERVISOR. HALF OF THE THREE-WAY CONFERENCES AND HALF OF THE TWO-WAY CONFERENCES WILL BE EVALUATED BY THE FLANDERS' MATRIX (1960) OF TEACHER-STUDENT INTERACTIONS. THE OTHER CONFERENCES WILL BE EVALUATED BY A SIMPLE EVALUATION SCHEDULE. SIX STUDENT TEACHERS WILL PARTICIPATE IN EACH TYPE OF CONFERENCE. THOSE IN THE CONFERENCES USING FLANDERS' MATRIX WILL RECEIVE TRAINING IN INTERACTION ANALYSIS, WHILE THOSE IN THE OTHER TWO WILL HAVE NO SUCH TRAINING. INTERACTION ANALYSIS IS THE PROCESS OF SYSTEMATIC OBSERVATION BY WHICH THE BEHAVIOR OR CLIMATE WITHIN AN INDIVIDUAL CLASSROOM OR ANY ORGANIZATION IS MEASURED. THE PRINCIPAL HYPOTHESIS OF THE STUDY IS THAT STUDENT TEACHERS PARTICIPATING IN THE THREE-WAY CONFERENCES EVALUATED BY FLANDERS' MATRIX WILL BE MORE INDIRECT IN THE CLASSROOM THAN STUDENT TEACHERS OF THE OTHER CONFERENCE TYPES. FLANDERS' MATRIX WILL BE USED TO GATHER DATA IN THE SIX CLASSROOM OBSERVATIONS. IN ADDITION, A SPECIAL RATER WILL OBSERVE THE STUDENT TEACHERS AT THE BEGINNING AND TERMINATION OF THE PROJECT, USING THE EVALUATION SCHEDULE. (JH)

## EP 010 822

24

THE EFFECTIVENESS OF ACADEMIC INTEREST SCALES IN PREDICTING COLLEGE ACHIEVEMENT.

INVESTIGATOR- JOHNSON, RICHARD W.

MASSACHUSETTS UNIV., AMHERST

BUREAU NUMBER BR-6-0710

PROP DATE 28 MAR 66

CONTRACT CEC-1-7-068710-3112

DESCRIPTORS- \*ACADEMIC ACHIEVEMENT, \*GRADE POINT AVERAGE, \*INTEREST SCALES, \*PREDICTIVE VALIDITY, \*RATING SCALES, ABILITY, AMHERST, MEASUREMENT, MEASUREMENT INSTRUMENTS, PREDICTIVE MEASUREMENT, STRONG VOCATIONAL INTEREST BLANK,

START DATE 06-01-67

END DATE 05-31-68

SOME NEWLY DEVELOPED ACADEMIC INTEREST SCALES WILL BE

VALIDATED. THESE NEW SCALES WERE DEVELOPED FROM STRONG VOCATIONAL ACADEMIC INTEREST BLANK SCALES (1) TO AID IN THE PREDICTION OF ACADEMIC ACHIEVEMENT AND (2) TO HELP GAIN BETTER UNDERSTANDING OF THE MOTIVATIONAL AND TEMPERAMENTAL FACTORS ASSOCIATED WITH COLLEGE ACHIEVEMENT. THE OBJECTIVES OF THIS RESEARCH PROJECT ARE TO (1) CROSS-VALIDATE THE SCALES IN TERMS OF THEIR EFFECTIVENESS IN ACCOUNTING FOR THAT PART OF THE VARIANCE IN COLLEGE GRADES NOT ALREADY ACCOUNTED FOR BY READILY AVAILABLE PREDICTORS, (2) DETERMINE THE RELATIVE EFFECTIVENESS OF A SINGLE-ITEM, SELF-RATING SCALE IN PREDICTING COLLEGE ACHIEVEMENT, (3) STUDY THE RELATIONSHIP BETWEEN THE ACADEMIC INTEREST SCALES AND FIRST SEMESTER GRADE-POINT AVERAGE AT DIFFERENT ABILITY LEVELS, AND (4) EVALUATE THE EFFECT THAT MODIFIED INSTRUCTIONS HAVE UPON THE PREDICTIVE VALIDITY OF THE ACADEMIC INTEREST SCALES AND THE SELF-RATING SCALE. A SIGNIFICANT PART OF THE STUDY WILL BE AN ATTEMPT TO USE THE MODIFIED INSTRUCTIONS WITH THE SCALES TO ELICIT FROM THE STUDENT A PROFILE THAT IS MORE VALID FOR SELECTION PURPOSES. AS PART OF THE PROCEDURES, APPROXIMATELY 500 ENTERING MALE FRESHMEN STUDENTS IN THE COLLEGE OF ARTS AND SCIENCES AT THE UNIVERSITY OF MASSACHUSETTS WILL BE TESTED IN THE SUMMER ORIENTATION PERIOD. (TC)

## EP 010 823

24

A JUNIOR HIGH SCHOOL INDUSTRIAL TECHNOLOGY CURRICULUM PROJECT.

INVESTIGATOR- TOWERS, EDWARD R.

OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION

BUREAU NUMBER BR-7-0003

PROP DATE 23 SEP 66

GRANT CEC-3-7-070003-1608

DESCRIPTORS- \*CURRICULUM DEVELOPMENT, \*CURRICULUM EVALUATION, \*INDUSTRIAL ARTS, \*INDUSTRIAL EDUCATION, \*JUNIOR HIGH SCHOOLS, COLUMBUS, INSTRUCTIONAL MATERIALS, TESTING,

START DATE 12-01-66

END DATE 06-30-69

THE THREE MAJOR OBJECTIVES OF THIS CURRICULUM PROJECT ARE TO (1) DEVELOP AN EFFECTIVE 2-YEAR ARTICULATED PROGRAM OF STUDY FOR INDUSTRIAL ARTS IN THE JUNIOR HIGH SCHOOL, (2) DEVELOP TEACHING MATERIALS WHICH CAN BE USED SUCCESSFULLY IN EXISTING SCHOOLS, WITH REPRESENTATIVE INDUSTRIAL ARTS TEACHERS AND WITH PUPILS OF ALL ABILITY LEVELS, AND (3) INSTALL AND EVALUATE THE EFFECTIVENESS OF THE PROGRAM AND MATERIALS IN FIELD CENTERS AND SCHOOLS. THE PROCEDURES TO BE FOLLOWED IN ACHIEVING THE ABOVE OBJECTIVES ARE (1) DEVELOPMENT OF A 2-YEAR SEQUENCE OF COURSE MATERIALS, (2) ESTABLISHMENT OF FIELD EVALUATION CENTERS THROUGH WHICH THE ABOVE CURRICULUM MATERIALS WILL BE TESTED AND EVALUATED, (3) COLLECTION OF EVIDENCE FROM THE FIELD TRIALS THAT THE MATERIALS DEVELOPED CAN BE SUCCESSFULLY USED, AND (4) PREPARATION OF COOPERATING FIELD-CENTER TEACHERS, THROUGH ORIENTATION AND INSERVICE PROGRAMS, TO SUCCESSFULLY ADAPT TO THE NEW MATERIALS AND PROCEDURES. THIS ACTIVITY WILL BE A CONTINUATION OF AN EARLIER PROJECT (EP 000 667). (TC)

## EP 010 824

24

FACTORS CONTRIBUTING TO ADJUSTMENT AND ACHIEVEMENT IN RACIALLY DESEGREGATED PUBLIC SCHOOLS.

INVESTIGATOR- GERARD, HAROLD D. MILLER, NORMAN

CALIFORNIA UNIV., RIVERSIDE

BUREAU NUMBER BR-7-0325

PROP DATE 29 SEP 66



GRANT CEC-1-7-070325-5246

DESCRIPTORS- \*ACHIEVEMENT, \*ADJUSTMENT (TO ENVIRONMENT), \*CAUCASIAN RACE, \*ELEMENTARY SCHOOL STUDENTS, \*LONGITUDINAL STUDIES, \*MEXICAN AMERICANS, \*NEGROES, \*SCHOOL INTEGRATION, ACADEMIC ACHIEVEMENT, DEFACTO SEGREGATION, RIVERSIDE, STUDENT ADJUSTMENT,

START DATE 06-01-67

END DATE 03-31-72

THE INVESTIGATORS WILL EXAMINE THE ANTECEDENTS, CONCOMITANTS, AND CONSEQUENCES OF SUCCESSFUL INTEGRATION OF NEGRO, MEXICAN-AMERICAN, AND WHITE CHILDREN IN THE ELEMENTARY GRADES OF THE PUBLIC SCHOOL SYSTEM. BOTH LONG-TERM AND SHORT-TERM EFFECTS OF DESEGREGATION WILL BE ASSESSED. THE MAJOR INDEXES USED TO MEASURE SUCCESS WILL BE ACADEMIC ACHIEVEMENT AND EMOTIONAL ADJUSTMENT. THE STUDY WILL FOCUS ON THREE ANTECEDENTS OR CONCOMITANT FACTORS WHICH MAY AFFECT THESE DEPENDENT MEASURES--CHARACTERISTICS OF THE CHILD, HIS PARENTS, AND THE SCHOOL. THE RESEARCH WILL BE A LONGITUDINAL STUDY INVOLVING NEARLY 1,000 CHILDREN, APPROXIMATELY HALF FROM MINORITY GROUPS AND HALF WHITE. THE TWO HALVES WILL BE MATCHED FOR GRADE. THE DESIGN WILL PROVIDE A 7-YEAR NATURAL-TIME SERIES EXPERIMENT, CONSISTING OF A PREMEASUREMENT AND SIX SUCCESSIVE POSTMEASUREMENTS. EXTENSIVE MULTIPLE MEASURES WILL BE MADE OF ALL VARIABLES--(1) ACHIEVEMENT, (2) PERSONALITY, (3) ADJUSTMENT OF THE CHILD, (4) PARENTAL VALUES AND ATTITUDES, AND (5) SCHOOL AND TEACHER CHARACTERISTICS. THIS STUDY WILL PROVIDE BASIC INFORMATION ON THE FACTORS THAT PROMOTE ACHIEVEMENT AND ADJUSTMENT FOLLOWING TERMINATION OF DE FACTO SEGREGATION. THE IMPACT OF DESEGREGATION ON BOTH MAJORITY AND MINORITY CHILDREN WILL BE EVALUATED. LIKEWISE, THE EXTENT TO WHICH THIS IMPACT FEEDS BACK THROUGH THE CHILD TO ALTER FAMILY ATTITUDES, VALUES, INTERACTION PATTERNS, AND COMMUNITY PARTICIPATION WILL ALSO BE ASSESSED. AN IMPORTANT, THOUGH INCIDENTAL OUTCOME, WILL BE AN ACCUMULATION OF A WEALTH OF CHILD-DEVELOPMENT DATA. (7C)

## EP 010 825

40

SCHOOL ACHIEVEMENT AS RELATED TO SPEECH AND PERCEPTUAL HANDICAPS.

INVESTIGATOR- WEPHAN, JOSEPH H.  
CHICAGO UNIV., ILL.

BUREAU NUMBER DR-7-0461

PROP DATE 21 OCT 66

GRANT CEC-2-7-070461-4543

DESCRIPTORS- \*ACADEMIC ACHIEVEMENT, \*ARTICULATION (SPEECH), \*PERCEPTUAL DEVELOPMENT, \*PERCEPTUALLY HANDICAPPED, \*SPEECH HANDICAPS, CHICAGO, GRADE 4, GRADE 5, GRADE 6, INTERACTION PROCESS ANALYSIS, OVERACHIEVERS, PERCEPTION TESTS, UNDERACHIEVERS.

START DATE 06-20-67

END DATE 06-19-71

THE RELATIONSHIP OF CHILDREN'S CONTINUING SPEECH HANDICAPS IN ARTICULATION TO PERCEPTUAL ABILITIES AND TO LEVEL OF ACHIEVEMENT WILL BE EXPLORED AT THE FOURTH-, FIFTH-, AND SIXTH-GRADE LEVELS. THIS STUDY WILL BE A CONTINUATION OF ANOTHER STUDY OF THESE RELATIONSHIPS, INVOLVING THE SAME POPULATION OF CHILDREN DURING THEIR FIRST THREE GRADES OF SCHOOL. THE STUDY WILL INCLUDE RELATIONSHIPS BETWEEN (1) SCHOOL ACHIEVEMENT AND A CONTINUING SPEECH ARTICULATION

HANDICAP, (2) SCHOOL ACHIEVEMENT AT EACH OF THREE GRADES AND LEVELS OF AUDITORY DISCRIMINATION AND MEMORY, AND VISUAL DISCRIMINATION AND MEMORY, (3) PERCEPTUAL LEVELS AND CONCEPTUAL LEVELS OTHER THAN SCHOOL ACHIEVEMENT, AND (4) THE EFFECT OF CONTINUING PERCEPTUAL PROBLEMS AND SCHOOL ACHIEVEMENT. A TEST BATTERY, WHICH INCLUDES FOUR TESTS OF PERCEPTUAL ABILITY, WILL BE ADMINISTERED TO 179 CHILDREN WHO PARTICIPATED IN THE PRIOR STUDY. INTERACTION COMPARISON WILL BE MADE AT EACH AGE LEVEL AND LONGITUDINALLY FROM THE FIRST GRADE. IF THE FINDINGS SUCCEED IN DEFECTING PATTERNS OF PERCEPTUAL DIFFERENCES, PATTERNS OF PERCEPTUAL DEVELOPMENT, AND THE RELATION OF ARTICULATION TO SCHOOL ACHIEVEMENT, THEN MORE EFFECTIVE PROGRAMS CAN BE DEVELOPED FOR BOTH UNDERACHIEVERS AND OVERACHIEVERS. (AL)

## EP 010 826

48

AN AMHARIC REFERENCE GRAMMAR.

INVESTIGATOR- LESLAW, WOLF

CALIFORNIA UNIV., LOS ANGELES

BUREAU NUMBER DR-7-0616

PROP DATE 66

CONTRACT CEC-1-7-070616-3551

DESCRIPTORS- \*AFRO ASIATIC LANGUAGES, \*AMHARIC, \*GRAMMAR, \*INSTRUCTIONAL MATERIALS, \*LINGUISTICS, LANGUAGE ABILITY, LOS ANGELES, MORPHOLOGY (LANGUAGES), PHONETICS, REFERENCE MATERIALS, SYNTAX,

START DATE 05-01-67

END DATE 10-31-68

AN AMHARIC REFERENCE GRAMMAR WILL BE PRODUCED IN AMHARIC SCRIPT AND PHONETIC TRANSCRIPTION. THE GRAMMAR WILL FOCUS ON A COMPLETE DESCRIPTION OF PHONETICS, MORPHOLOGY, AND SYNTAX. THE SPOKEN LANGUAGE, AS WELL AS THE LITERARY LANGUAGE, WILL BE TAKEN INTO CONSIDERATION. THE TREATMENT IS PLANNED TO PREPARE THE STUDENT FOR SPEAKING AMHARIC AND THE READING OF AMHARIC TEXTS. (GD)

## EP 010 827

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A PLANNING PROPOSAL FOR A REGIONAL CENTER AND COMPREHENSIVE SERVICES FOR THE EDUCATION OF HEARING IMPAIRED CHILDREN FROM RURAL AND SMALL URBAN AREAS.

INVESTIGATOR- JONES, PHILIP R. SCHMITT, PHILIP J.  
CHAMPAIGN COMMUNITY UNIT 4 SCHOOL DISTRICT, ILL.

BUREAU NUMBER DR-7-0686

PROP DATE 01 DEC 66

GRANT CEC-2-7-070686-2808

DESCRIPTORS- \*DEAF CHILDREN, \*EDUCATION SERVICE CENTERS, \*HARD OF HEARING, \*PROGRAM PLANNING, \*SPECIAL EDUCATION, \*MURALLY HANDICAPPED, CHAMPAIGN, COMPREHENSIVE PROGRAMS, DEAF EDUCATION, EDUCATIONAL PLANNING, HANDICAPPED CHILDREN, REGIONAL PROGRAMS,

START DATE 06-01-67

END DATE 11-29-68

A DEVELOPMENTAL PLAN WILL BE PREPARED FOR A COMPREHENSIVE REGIONAL PROGRAM WHICH WOULD PROVIDE FOR THE EDUCATIONAL NEEDS OF ALL HEARING-IMPAIRED CHILDREN, BOTH DEAF AND HARD-OF-HEARING, IN A 16-COUNTY AREA OF EASTERN ILLINOIS. THE COMPREHENSIVE PROGRAM WILL BE CONCEPTUALIZED AS A REGIONAL CENTER FOR PROVIDING (1) A COMBINED RESIDENTIAL-DAY EDUCATIONAL FACILITY WITH PROVISIONS FOR SCHOOL-AGE DEAF CHILDREN UP TO AGE 21, (2) A PROGRAM OF EARLY IDENTIFICATION,



(3) A COMPREHENSIVE HEARING CONSERVATION PROGRAM, (4) REGULAR HOME VISITATION AND LOCALLY BASED NURSERY CLASSES FOR YOUNG DEAF CHILDREN, (5) PROVISIONS FOR PSYCHO-SOCIAL-PHYSICAL-EDUCATIONAL DIAGNOSES AND LONGITUDINAL EVALUATION OF ALL HEARING-IMPAIRED CHILDREN IN THE REGION, (6) REMEDIAL EDUCATION PROVISIONS, INCLUDING LANGUAGE AND COMMUNICATION, FOR ALL HARD-OF-HEARING CHILDREN ATTENDING CLASSES IN THEIR HOME DISTRICTS, (7) PREVOCATIONAL AND VOCATIONAL COUNSELING, AND INSCHOOL AND PART-TIME WORK-STUDY EXPERIENCES, (8) THE DEVELOPMENT OF NEW INSTRUCTIONAL TECHNIQUES AND MATERIALS, (9) A BASIC AND APPLIED RESEARCH PROGRAM, (10) CONTINUOUS EVALUATION OF THE EFFICIENCY AND EFFECTIVENESS OF THE PROGRAM, AND (11) DEMONSTRATION OF THE PROGRAM TO EDUCATORS AND OTHER INTERESTED GROUPS. THE PLANNING COMMITTEE WILL INCLUDE THE PROJECT DIRECTOR, A UNIVERSITY CONSULTANT IN DEAF EDUCATION, AND THE DIRECTORS OF SPECIAL EDUCATION FROM THE COUNTIES INVOLVED. FEASIBILITY OF THE PLAN WILL BE EVALUATED, USING SUCH CRITERIA AS COMPREHENSIVENESS, COST, AND ADMINISTRATIVE EFFICIENCY. (JH)

## EP 010 828

24

CURRICULUM CONSTRUCTION FOR SECONDARY SCHOOL MATHEMATICS.

INVESTIGATOR- FEHR, HOWARD F.

COLUMBIA UNIV., NEW YORK, TEACHERS COLLEGE

BUREAU NUMBER DR-7-0711

PROP DATE 02 JAN 67

CONTRACT OEC-1-7-070711-4420

DESCRIPTORS- \*CURRICULUM DEVELOPMENT, \*CURRICULUM GUIDES, \*MATHEMATICS CURRICULUM, \*MATHEMATICS MATERIALS, \*SECONDARY SCHOOLS, CURRICULUM EVALUATION, GRADE 7, GRADE 8, NEW YORK CITY,

START DATE 06-15-67

END DATE 12-14-68

CONTINUED RESEARCH ON THE DEVELOPMENT OF A NEW MATHEMATICS CURRICULUM WILL BE MADE. THE PROJECT, INITIATED IN SEPTEMBER 1965, PRODUCED A NEW CURRICULUM THAT BREAKS DOWN THE TRADITIONAL SEPARATION OF MATHEMATICAL STUDY INTO ARITHMETIC, ALGEBRA, GEOMETRY, TRIGONOMETRY, AND ANALYSIS, AND REBUILDS THESE BRANCHES INTO A UNIFIED STUDY BASED ON COMMON FUNDAMENTAL CONCEPTS OF SETS, RELATIONS, FUNCTIONS, AND MATHEMATICAL STRUCTURES (NUMBER SYSTEM, GROUP, RING, FIELD, AND VECTOR SPACE). NEW MATERIALS PRODUCED INCLUDED A FLOW-CHARTED SYLLABUS IN MATHEMATICS FOR GRADES 7 THROUGH 12, AND A DETAILED SYLLABUS FOR GRADE 7. TEACHERS HAVE BEEN TRAINED TO TEACH WITH THE NEW SYLLABUS, A SEVENTH-GRADE TEXTBOOK HAS BEEN WRITTEN, AND 350 COLLEGE-BOUND SEVENTH-GRADE STUDENTS HAVE PARTICIPATED IN EXPERIMENTAL STUDY. THE ACTIVITIES TO BE UNDERTAKEN IN THE CURRENT PROJECT WILL INCLUDE (1) A 9-DAY WORKING CONFERENCE TO DEVELOP A DETAILED SYLLABUS FOR THE EIGHTH-GRADE COURSE, (2) A REVISION OF THE SEVENTH-GRADE COURSE, (3) FURTHER TRAINING OF TEACHERS, (4) WRITING AND PUBLICATION OF A REVISED SEVENTH-GRADE TEXT AND A NEW EIGHTH-GRADE TEXT WITH A TEACHERS' GUIDE, AND (5) AN EVALUATION OF THE TWO TEXTS, IN CLASSES AND FOLLOWUP TEACHER CONFERENCES. (AL)

## EP 010 829

48

READINGS IN SAYABLE CHINESE.

INVESTIGATOR- CHAO, YUEN R.

CALIFORNIA UNIV., BERKELEY

BUREAU NUMBER DR-7-0713

PROP DATE 06 FEB 67

CONTRACT OEC-1-7-070713-4204

DESCRIPTORS- \*CHINESE, \*LANGUAGE FLUENCY, \*LANGUAGE INSTRUCTION, \*PUBLICATIONS, \*READING MATERIALS, BERKELEY,

START DATE 06-01-67

END DATE 05-31-68

AN ONGOING PROJECT TO PUBLISH A CHINESE TEXT BETWEEN BASIC SPOKEN CHINESE AND ORDINARY READING MATERIALS IN CHINESE IS TO BE CONTINUED INTO PHASE 3. THIS PHASE OF THE PROJECT WILL CONSIST OF EDITING THE MANUSCRIPT AND PREPARING COPY FOR PROCESSING BY PHOTO OFFSET. THE TEXTS (TO BE PRODUCED IN FOUR VOLUMES) WILL BE IN THE FORM OF READERS WITH TEXT IN CHINESE CHARACTERS, TRANSCRIPTION, AND NECESSARY NOTES. THE TENTATIVE TITLES OF THE FOUR VOLUMES ARE--VOLUME 1 - "SHORT STORIES, CONVERSATIONS, AND LEARNED ARTICLES," VOLUME 2 - "FRAGMENTS OF AN AUTOBIOGRAPHY," VOLUME 3 - "THROUGH THE LOOKING-GLASS AND WHAT ALICE FOUND THERE" (CHINESE TRANSLATION OF THE STORY BY LEWIS CARROLL), AND VOLUME 4 - "SPOKEN DRAMA" (TWO CHINESE PLAYS). THE ESTIMATED NUMBER OF PAGES FOR THE FOUR VOLUMES IS 978 FOR TEXT, AND 122 FOR FRONT-MATTER, NOTES, AND INDEX. THE TEXT IS IN THE STYLE OF EVERYDAY SPEECH, AND ANY WORD OR PHRASE INCLUDED IS A "SAYABLE" PART OF SPOKEN CHINESE. (TC)

## EP 010 830

40

THE DEVELOPMENT AND PROGRAMMING OF A SIMULATED PURE TONE AUDIOMETER.

INVESTIGATOR- SIEGENTHALER, BRUCE M. HITZEL, HAROLD E.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

BUREAU NUMBER DR-7-0733

PROP DATE 30 DEC 66

GRANT OEC-2-7-070733-4586

DESCRIPTORS- \*AUDITION (PHYSIOLOGY), \*AURAL STIMULI, \*AURALLY HANDICAPPED, \*COMPUTERS, \*SIMULATION, AUDIO EQUIPMENT, AUDIOLINGUAL METHODS, UNIVERSITY PARK,

START DATE 06-16-67

END DATE 06-15-68

A COMPUTER TERMINAL INPUT WILL BE DEVELOPED TO OFFER AUDIOLOGY STUDENTS AN OPPORTUNITY FOR EXTENSIVE AND INTENSIVE PURE-TONE TESTS UNDER CONTROLLED CONDITIONS. THERE WILL BE FOUR PHASES IN THE PROJECT--(1) DEVELOPING THE AUDIOMETER-SIMULATED TERMINAL OR CONSOLE, (2) ENGINEERING THE INTERFACE BETWEEN THE AUDIOMETER-SIMULATED TERMINAL AND THE TELEPHONE LINE TO THE COMPUTER, (3) WRITING A COMPUTER PROGRAM TO SIMULATE REAL-PATIENT AUDITORY RESPONSES, AND (4) CONDUCTING PRELIMINARY TRIALS WITH AUDIOMETRIC TECHNICIANS-IN-TRAINING. A DOCUMENT SUMMARIZING THE DEVELOPMENTS OF THIS PROJECT WILL BE PREPARED. THIS WILL INCLUDE (1) SCHEMATIC DIAGRAMS OF THE SIMULATED AUDIOMETER WITH OTHER PERTINENT ENGINEERING DATA AND (2) A RESUME OF PROBLEMS AND THEIR SOLUTIONS RELATIVE TO DEVELOPING THE AUDIOMETRIC TEST PROCEDURE. A SET OF PROGRAMED MATERIALS WILL BE DEVELOPED FOR AUDIOMETRIC TEST PRACTICE. THE FORMAT WILL BE A DECK OF PUNCHED CARDS SUITABLE FOR ENTERING INTO COMPUTER STORAGE. THE AUDIOMETRIC COURSE, TOGETHER WITH PREVIOUSLY DEVELOPED AUDIOLOGY MATERIALS, WILL BE MADE AVAILABLE TO OTHERS AT THE COST OF RAW MATERIALS. (TC)

## EP 010 831

40

AN INTRODUCTORY COURSE IN GA (ONE OF THE MAJOR LANGUAGES OF GHANA).

INVESTIGATOR- BERRY, JACK  
NORTHWESTERN UNIV., EVANSTON, ILL.  
BUREAU NUMBER BR-7-0811  
CONTRACT OEC-1-7-070811-3889

PROP DATE 67

DESCRIPTORS- \*GA, \*GRAMMAR, \*LANGUAGE INSTRUCTION, \*LINGUISTICS, \*STRUCTURAL ANALYSIS, \*APPLIED LINGUISTICS, \*COURSE ORGANIZATION, \*DESCRIPTIVE LINGUISTICS, EVANSTON, GHANA, \*INSTRUCTIONAL MATERIALS, \*LANGUAGE PATTERNS, \*MATERIAL DEVELOPMENT,

START DATE 06-15-67

END DATE 06-15-68

A PROGRAM IS TO BE CONDUCTED TO PROVIDE SUITABLE TEACHING MATERIALS IN GA, ONE OF THE MAJOR LANGUAGES OF GHANA. THREE SCHOLARS WILL WORK INTENSIVELY ON AN ANALYSIS OF GA SPEECH. THE ANALYSIS WILL BE BASED ON RECORDINGS MADE BY THE PRINCIPAL INVESTIGATOR OVER A NUMBER OF YEARS IN GHANA, LONDON, AND ELSEWHERE, SUPPLEMENTED, WHEN NECESSARY, BY OBSERVATIONS ON THE SPEECH OF ONE OF THE INVESTIGATORS. DURING THE FIRST TWO QUARTERS OF THE PROJECT, THE INVESTIGATORS WILL BEGIN TO PREPARE FIRST DRAFTS OF BOTH A STRUCTURAL SKETCH OF GA AND AN INTRODUCTORY COURSE. IT IS HOPED TO PRETEST THE MAIN FINDINGS OF THE ANALYSIS DURING THE THIRD QUARTER WITH THE AID OF GRADUATE STUDENTS AND FACULTY MEMBERS OF THE LINGUISTICS DEPARTMENT AT NORTHWESTERN UNIVERSITY. SIMILAR ARRANGEMENTS WILL BE MADE TO PRETEST THE SHORT INTRODUCTORY COURSE ON SELECTED STUDENTS. (TC)

## EP 010 832

40

DEMONSTRATION PROJECT FOR THE INITIATION OF SUMMER CURRICULUM WITH SPECIAL EMPHASIS UPON LANGUAGE ACCELERATION FOR HEARING IMPAIRED CHILDREN.

INVESTIGATOR- BEHRENS, THOMAS R.  
GALLAUDET COLLEGE, WASHINGTON, D.C.  
BUREAU NUMBER BR-7-0889  
GRANT OEC-2-7-070889-4308

PROP DATE 03 MAR 67

DESCRIPTORS- \*AURALLY HANDICAPPED, \*DEAF CHILDREN, \*DEAF EDUCATION, \*DEMONSTRATIONS (EDUCATIONAL), \*LANGUAGE ENRICHMENT, \*SUMMER SCHOOLS, \*ACCELERATION, DISTRICT OF COLUMBIA,

START DATE 06-15-67

END DATE 11-01-67

A SPECIALIZED SUMMER PROGRAM WILL BE CONDUCTED TO DEMONSTRATE THE NEED FOR SUCH PROGRAMS IN PROVIDING A CONTINUITY OF THE EDUCATION OF DEAF CHILDREN. THE HANDICAPPED CHILDREN WHO WILL PARTICIPATE IN THIS PROGRAM ARE IN PARTICULAR NEED OF THIS SUMMER TRAINING, AS INTERRUPTIONS IN SPECIALIZED TRAINING RESULT IN DETERIORATION OF THE DEAF CHILD'S ABILITY TO COMMUNICATE AND INTERACT WITH SOCIETY. THE PROGRAM WILL BE DEMONSTRATED TO PROFESSIONALS FROM AREAS OF THE EASTERN REGION OF THE UNITED STATES WHERE AT THE TIME OF REPORTING NO EDUCATIONAL PROVISIONS WERE MADE FOR HEARING-IMPAIRED CHILDREN DURING THE 3-MONTH PERIOD OF SUMMER VACATION. INVITED PROGRAM ADMINISTRATORS WILL BE ABLE TO OBSERVE A PROGRAM WHERE EMPHASIS IS SOLELY ON LANGUAGE AND SPEECH DEVELOPMENT, COMBINED WITH A WELL-BALANCED RECREATION

PROGRAM. DAILY ACTIVITIES WILL BE RECORDED AND DISCUSSED WITH THE PARTICIPANTS. THE FINAL RECORD WILL BE PRINTED AND SERVE AS A GUIDELINE FOR A SUMMER CURRICULUM FOR HEARING-IMPAIRED CHILDREN. IT IS HOPED THAT THE DEMONSTRATION OF SUCH A PROGRAM WILL INSPIRE THE PARTICIPANTS TO INITIATE SIMILAR PROJECTS IN THEIR SCHOOL SYSTEMS. (TC)

## EP 010 833

52

STUDY OF THE IMPLICATIONS OF MODERN TECHNOLOGY IN SMALL COLLEGE LIBRARIES.

INVESTIGATOR- TURNER, EDWARD F., JR.  
WASHINGTON AND LEE UNIV., LEXINGTON, VA.  
BUREAU NUMBER BR-7-0910  
GRANT OEC-1-7-070910-3706

PROP DATE 01 JUN 67

DESCRIPTORS- \*AUTOMATION, \*COLLEGE LIBRARIES, \*INFORMATION PROCESSING, \*LIBRARY PROGRAMS, \*LIBRARY SCIENCE, \*INFORMATION RETRIEVAL, \*INFORMATION STORAGE, \*INNOVATION, LEXINGTON, SMALL SCHOOLS,

START DATE 06-15-67

END DATE 12-14-68

RESEARCH AND ANALYSIS WILL BE CONDUCTED TO DETERMINE THE MOST EFFICIENT AND ECONOMICAL MEANS OF APPLYING TECHNOLOGICAL INNOVATIONS TO THE SMALL COLLEGE OR COMMUNITY LIBRARY. IN ADDITION, KNOWLEDGE OF THE PECULIAR ORGANIZATIONAL PROBLEMS OF LIBRARIES WILL BE USED TO ASSIST IN FINDING WAYS TO APPLY AUTOMATION AND INFORMATION HANDLING TO LIBRARY OPERATIONS. THROUGH THE APPLICATION OF MODERN TECHNOLOGY, THE LIBRARY SHOULD MORE EASILY ATTAIN ITS GOAL OF BETTER AND MORE EXTENSIVE SERVICE TO ITS CLIENTELE. THE INVESTIGATOR WILL EXAMINE A SERIES OF PROBLEMS IN TRYING TO ASSESS THE REQUIREMENTS OF THE MODERN COLLEGE LIBRARY. SOME OF THE PROBLEM AREAS ARE STUDENT NEEDS, FACULTY NEEDS, INFORMATION AVAILABILITY, CHANGES IN USER PATTERNS, AND COMPACT STORAGE OF MATERIALS. THESE PROBLEM AREAS WILL BE APPROACHED FROM THE VIEW OF USING THE LATEST ADVANCES IN INFORMATION HANDLING AND EDUCATIONAL TECHNOLOGY. (TC)

## EP 010 834

24

A SURVEY AND ANALYSIS OF EDUCATIONAL INFORMATION.

INVESTIGATOR- KATZENMEYER, WILLIAM  
ASSOCIATION FOR EDUCATIONAL DATA SYSTEMS  
BUREAU NUMBER BR-7-0992  
CONTRACT OEC-1-7-070992-5022

PROP DATE 67

DESCRIPTORS- \*DATA ANALYSIS, \*DATA COLLECTION, \*EDUCATIONAL RESOURCES, \*INFORMATION PROCESSING, \*NATIONAL SURVEYS, \*DATA PROCESSING, DISTRICT OF COLUMBIA,

START DATE 06-30-67

END DATE 12-31-67

THE ASSOCIATION FOR EDUCATIONAL DATA SYSTEMS, THROUGH ITS NATIONAL CENTER FOR EDUCATIONAL DATA PROCESSING, WILL CONDUCT A SURVEY TO IDENTIFY AVAILABLE EDUCATIONAL INFORMATION ACROSS THE UNITED STATES. THE PROJECT STAFF WILL GATHER INFORMATION ABOUT ALL PHASES OF THE EDUCATIONAL PROGRAM (PRESCHOOL TO ADULT, INCLUDING HIGHER EDUCATION) FROM ALL STATE AGENCIES, LARGE SCHOOL SYSTEMS (100,000 OR MORE ENROLLMENT), AND OTHER IDENTIFIED MAJOR RESOURCE CENTERS. THIS INFORMATION WILL BE CONVERTED TO MACHINE-USABLE FORM AND SUBJECTED TO PREDETERMINED COMPUTER ANALYSIS. THE INFORMATION

WILL THEN FORM THE BASIC FOUNDATION FOR DETAILED EXAMINATION BY THE PROJECT STAFF IN DETERMINING THE COMPATIBILITY OF THE INFORMATION BETWEEN AGENCIES INVOLVED IN THE SURVEY. THIS WILL THEN FORM THE CONTENT FOR A FINAL REPORT WHICH WILL INDICATE WHAT WAS COLLECTED AND ITS INTERRELATIONSHIP. FIVE TWO-MAN SURVEY TEAMS WILL SURVEY RESOURCE CENTERS WITHIN A PREDETERMINED GEOGRAPHIC REGION. THE PROJECT DIRECTOR WILL USE A REGIONAL COORDINATOR TO ASSIST SURVEYING IN HIGH-DENSITY REGIONS. A TEAM OF EXPERIENCED EDUCATIONAL SURVEY CONSULTANTS WILL ASSIST THE PROJECT STAFF IN IDENTIFYING THE ITEMS OF INFORMATION TO BE COLLECTED, THE DESIGN OF THE SURVEY FORMS, AND THE FINAL SURVEY ACTIVITIES. DATA FROM EACH OF THE FOLLOWING AREAS OF EDUCATIONAL INFORMATION WILL BE GATHERED IN THE SURVEY--STAFF PERSONNEL, PUPIL PERSONNEL, INSTRUCTIONAL PROGRAMS, PROPERTY, AND EDUCATIONAL FINANCE. (TC)

## EP 010 835

24

PILOT STUDY FOR POLICY RESEARCH CENTER PROGRAM.

INVESTIGATOR-- KAHN, HERMAN  
HUDSON INST., CROTON ON HUDSON, N.Y.

BUREAU NUMBER ER-7-1005

CONTRACT CEC-1-7-071005-4252

PRCP DATE 03 APR 67

DESCRIPTORS-- #EDUCATIONAL POLICY, #EDUCATIONAL STRATEGIES, #POLICY FORMATION, #RESEARCH METHODOLOGY, #SYSTEMS CONCEPTS, CROTON ON HUDSON, EDUCATIONAL CHANGE, EDUCATIONAL NEEDS, EDUCATIONAL RESOURCES, EDUCATIONAL TRENDS, PILOT PROJECTS,

START DATE 06-01-67

END DATE 02-29-68

THE FEASIBILITY OF DEVELOPING A NATIONAL, EDUCATIONAL-POLICY RESEARCH SYSTEM WILL BE INVESTIGATED. SPECIFICALLY, A GROUP OF PILOT STUDIES WILL BE CONDUCTED TO PROVIDE GUIDANCE IN THE ESTABLISHMENT OF OPERATIONAL CENTERS FOR RESEARCH IN FUTURE EDUCATIONAL NEEDS, RESOURCES, AND POLICIES. THESE STUDIES WILL ACTUALLY INVOLVE VARIOUS LOOKS INTO THE FUTURE, IDENTIFYING AND DESCRIBING ALTERNATIVE TRENDS BOTH FOR EDUCATION AND FOR ASPECTS OF SOCIETY AND TECHNOLOGY IMPINGING UPON AND RELATING TO EDUCATIONAL POLICY. IN ADDITION, A SET OF ALTERNATIVE, BASIC, EDUCATIONAL STRATEGIES WILL BE DEVELOPED FOR EDUCATIONAL POLICY, PROVIDING A COMPARATIVE LOOK AT A REASONABLY COMPLETE RANGE OF ASSUMPTIONS AND OBJECTIVES. FINALLY, ORGANIZATIONAL AND METHODOLOGICAL RECOMMENDATIONS OF A PRELIMINARY NATURE WILL BE MADE FOR SETTING UP A PROTOTYPE, EDUCATIONAL-POLICY RESEARCH SYSTEM. (JH)

## EP 010 836

64

PLANNING INSTRUCTIONAL TELEVISION FACILITIES--A HANDBOOK.

INVESTIGATOR-- WITHERSPOON, JOHN P.  
BROOKS FOUNDATION, SANTA BARBARA, CALIF.

BUREAU NUMBER ER-7-1021

CONTRACT CEC-1-7-071021-4429

PRCP DATE 01 APR 67

DESCRIPTORS-- #AUDIOVISUAL INSTRUCTION, #FACILITIES, #INSTRUCTIONAL TECHNOLOGY, #INSTRUCTIONAL TELEVISION, #MANUALS, #REFERENCE MATERIALS, AUDIO VIDEO LABORATORIES, EDUCATIONAL FACILITIES, EDUCATIONAL PLANNING, PRODUCTION TECHNIQUES, PROGRAM GUIDES, RESOURCE GUIDES, SANTA BARBARA, TELEvised INSTRUCTION,

START DATE 06-21-67

END DATE 06-20-68

TEXT AND GRAPHIC MATERIALS WILL BE PROVIDED FOR A HANDBOOK ON INSTRUCTIONAL TELEVISION (ITV) FACILITIES. DATA FOR THE HANDBOOK WILL BE GATHERED THROUGH CONSULTATION WITH LEADERS IN THE ITV FIELD, SITE VISITS TO SELECTED ITV INSTALLATIONS, AND CONSULTATION WITH EQUIPMENT MANUFACTURERS AND DESIGNERS. AFTER DATA GATHERING AND FORMAT DESIGN, A MANUSCRIPT, IN NONTECHNICAL LANGUAGE, WILL BE PREPARED. THE MANUSCRIPT WILL BE BROKEN DOWN INTO THE FOLLOWING MAJOR AREAS--(1) THE CONCEPT OF TELEVISION FOR INSTRUCTIONAL PURPOSES AND AN OVERVIEW OF POSSIBLE ITV SYSTEMS, (2) TELEVISION DISTRIBUTION SYSTEMS, (3) RECEPTION FACILITIES, (4) TELEVISION PRODUCTION SYSTEMS, (5) TELEVISION TAPE RECORDERS, (6) STAFFING THE ITV PRODUCTION SYSTEM, (7) RELATING ITV TO OTHER INSTRUCTIONAL SYSTEMS, (8) THE MECHANICS OF PLANNING THE ITV SYSTEM, AND (9) AN APPENDIX CONCERNING SOURCES OF ASSISTANCE, PROGRAM MATERIAL, AND OTHER INFORMATION. (JH)

## EP 010 837

24

STUDY OF NDEA TITLE IV FELLOWSHIP PROGRAM.

INVESTIGATOR-- SHARP, LAURE M. LYERLY, SAMUEL S.  
BUREAU OF SOCIAL SCIENCE RESEARCH, INC., WASH., D.C.

BUREAU NUMBER ER-7-1052

CONTRACT CEC-1-7-071052-2808

PRCP DATE 01 MAY 67

DESCRIPTORS-- #COMPARATIVE ANALYSIS, #DOCTORAL PROGRAMS, #EDUCATIONAL FINANCE, #FEDERAL AID, #FELLOWSHIPS, DISTRICT OF COLUMBIA, NDEA TITLE IV FELLOWSHIP PROGRAM, TEACHER RECRUITMENT,

START DATE 08-03-67

END DATE 10-30-68

THE FIRST PHASE OF A STUDY TO EVALUATE THE EFFECTS OF THE NDEA TITLE IV GRADUATE FELLOWSHIP PROGRAM WILL BE CONDUCTED. SUCH MATTERS AS ENTRY INTO TEACHING AND SPEED OF OBTAINING DOCTORATE WILL BE INVESTIGATED. FURTHER RESEARCH WILL BE DESIGNED FOR STUDY OF THESE AND OTHER MATTERS. THE PRELIMINARY STUDY WILL INVOLVE THE USE OF ALREADY COLLECTED AND PARTIALLY PROCESSED DATA, AND WILL BE BASED LARGELY ON COMPARISONS BETWEEN NDEA FELLOWS AND OTHER GROUPS OF PH.D.'S AND PH.D. CANDIDATES. A SAMPLING AND CONTROL GROUP WILL BE DESIGNED FOR A LARGER-SCALE COMPARATIVE STUDY INVOLVING NEW DATA COLLECTION, AND QUESTIONNAIRES FOR THE COLLECTION PROCESS WILL BE CONSTRUCTED. (JH)

## EP 010 838

24

RESEARCH AND ANALYSIS TO DEFINE CLEARINGHOUSE REQUIREMENTS FOR THE 1968-71 ERIC SYSTEM.

INVESTIGATOR-- KINKADE, ROBERT C.  
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES

BUREAU NUMBER ER-7-1057

CONTRACT CEC-1-7-071057-3000

PRCP DATE 07 APR 67

DESCRIPTORS-- #CLEARINGHOUSES, #EDUCATIONAL RESOURCES, #EDUCATIONAL TRENDS, #INFORMATION DISSEMINATION, #PROGRAM PLANNING, EDUCATIONAL NEEDS, EDUCATIONAL RESOURCES INFORMATION SYSTEM (ERIC), FINANCIAL NEEDS, INFORMATION UTILIZATION, RESOURCE CENTERS, SILVER SPRING,

START DATE 06-20-67

END DATE 12-29-68



RESEARCH AND ANALYSIS WILL BE PERFORMED TO DEFINE THE NATURE, NUMBER, AND ORDER OF ACQUISITION OF ERIC CLEARINGHOUSES REQUIRED TO SERVICE THE BROAD COMMUNITY OF EDUCATION-RELATED INFORMATION USERS IN THE 1968-71 TIME PERIOD. THE FIELD OF EDUCATION WILL BE DEFINED AND MAPPED INTO COMPONENT DOMAINS, AND THE SUPPLY OF RESEARCH AVAILABLE IN EACH MAPPED DOMAIN IN THE 1968-71 PERIOD WILL BE PROJECTED. DEMANDS FOR INFORMATION WITHIN DOMAINS BY TYPES OF USERS WILL BE ESTIMATED. THE PROBABLE CAPABILITIES OF EXISTING INSTITUTIONS TO OPERATE CLEARINGHOUSES WILL BE ASSESSED. SYSTEM AND COST-EFFECTIVENESS CRITERIA WILL BE APPLIED TO RESULTING ESTIMATES TO IDENTIFY THE OPTIMUM NUMBER OF CLEARINGHOUSES REQUIRED. ESTIMATES OF SUPPLY AND DEMAND WILL RELY ON EXISTING DATA SOURCES PLUS EMPIRICALLY DERIVED DATA. THE RESULTING RECOMMENDATIONS WILL PROVIDE GUIDANCE IN FISCAL PLANNING AND PROCUREMENT DECISIONS REGARDING THE ACQUISITION OF ADDITIONAL ERIC CLEARINGHOUSES. (JH)

## EP 010 839

64

LEARNING FROM VERBAL DISCOURSE IN EDUCATIONAL MEDIA.

INVESTIGATOR- CARROLL, JOHN B.

EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.

BUREAU NUMBER ER-7-1069

PRCP DATE 12 MAY 67

CONTRACT OEC-1-7-071069-4243

DESCRIPTORS- \*INSTRUCTIONAL MATERIALS, \*INSTRUCTIONAL TECHNOLOGY, \*LEARNING THEORIES, \*RESEARCH METHODOLOGY, \*VERBAL LEARNING, AUDIOVISUAL INSTRUCTION, EDUCATIONAL RESEARCH, EDUCATIONAL TRENDS, PRINCETON, VERBAL COMMUNICATION,

START DATE 06-01-67

END DATE 02-29-68

WHAT IS KNOWN AND NOT KNOWN ABOUT LEARNING FROM CONNECTED, MEANINGFUL VERBAL DISCOURSE WILL BE DETERMINED IN A REVIEW AND ANALYSIS OF APPROPRIATE RESEARCH AND RESEARCH-RELATED LITERATURE. THE THEORETICAL BACKGROUND (OR LACK THEREOF) OF RESEARCH IN THIS AREA OF VERBAL LEARNING WILL BE CRITICALLY EXAMINED, AS WILL THE GENERALIZABILITY AND APPLICABILITY OF THE RESEARCH RESULTS TO PROBLEMS OF EDUCATIONAL MEDIA. THE END PRODUCT OF THE LITERATURE SEARCH WILL BE A REPORT COVERING THE RESEARCH WHICH WAS REVIEWED, INCLUDING THE FOLLOWING TOPICS--STIMULUS MODE (AUDITORY, VISUAL), CHARACTERISTICS OF THE STIMULUS (READABILITY, LISTENABILITY), SIZE OF VERBAL UNITS STUDIED (WITH APPROPRIATE ACCOUNT OF LEXICAL AND SYNTACTIC FACTORS), STUDENT FACTORS, PRESENTATION FACTORS, LEARNER RESPONSE FACTORS, AND MISCELLANEOUS FACTORS. THIS REPORT WILL SUGGEST DIRECTIONS FOR FURTHER RESEARCH IN NEW EDUCATIONAL MEDIA. (JH)

## EP 010 840

56

DEVELOPMENT OF A PROGRAMED COURSE FOR GROUP INSTRUCTION OF SECONDARY TEACHERS AND ADMINISTRATORS IN THE TECHNIQUES OF INSTRUCTIONAL TECHNOLOGY.

INVESTIGATOR- DETERLINE, WILLIAM A.

GENERAL PROGRAMED TEACHING, PALO ALTO, CALIF.

BUREAU NUMBER ER-7-1071

PRCP DATE

67

CONTRACT OEC-1-7-071071-5064

DESCRIPTORS- \*AUDIOVISUAL AIDS, \*INSTRUCTIONAL DESIGN, \*INSTRUCTIONAL TECHNOLOGY, \*PROGRAMED MATERIALS, \*TEACHER

EDUCATION, COURSE OBJECTIVES, PALO ALTO, SECONDARY SCHOOL TEACHERS,

START DATE 06-27-67

END DATE 02-28-68

A PROGRAMED INSTRUCTION COURSE FOR GROUP PRESENTATION WILL BE PREPARED TO PROVIDE TEACHER TRAINING IN THE PRINCIPLES AND SPECIFIC TECHNIQUES OF INSTRUCTIONAL TECHNOLOGY, INSTRUCTIONAL SYSTEMS, AND THEIR APPLICATION TO THE DESIGN OF INSTRUCTIONAL MATERIALS AND PRESENTATIONS OF VARIOUS KINDS. THE COURSE WILL CONSIST OF APPROXIMATELY 30 HOURS OF CLASSROOM AUDIOTAPE-FILMSTRIP PRESENTATIONS PLUS APPROXIMATELY 20 ADDITIONAL HOURS OF INDIVIDUAL-PROGRAMED PRACTICAL EXERCISES IN INSTRUCTIONAL DESIGN. THE COURSE WILL BE DESIGNED, MATERIALS WILL BE DEVELOPED, AND THE COURSE WILL BE VALIDATED BY A SERIES OF TESTS AND REVISIONS OF THE MATERIALS. THE FINISHED PRODUCT WILL MAKE IT POSSIBLE FOR LARGE OR SMALL GROUPS OF TEACHERS, ADMINISTRATORS, MEDIA SPECIALISTS, AND OTHERS INVOLVED IN INSTRUCTIONAL DESIGN AND IMPLEMENTATION TO DEVELOP CERTAIN SKILLS AND PERFORMANCE CAPABILITIES IN THE ANALYSIS AND SPECIFICATION OF COURSE OBJECTIVES, DESIGN OF INSTRUCTION, MEASUREMENT OF CRITERIA, VALIDATION OF COURSE INSTRUCTION, SELECTION OF MATERIALS, AND UTILIZATION OF AN ADEQUATE, "CLOSED-LOOP" IMPLEMENTATION SYSTEM. THE INSTRUCTIONAL TECHNOLOGY APPROACH PROMISES TO INCREASE THE EFFECTIVENESS AND EFFICIENCY OF ALL TYPES OF INSTRUCTION. AN IMPLEMENTATION MANUAL WILL BE PREPARED, TESTED, AND REVISED SO THE COURSE CAN BE IMPLEMENTED AND USED BY A PERSON NOT EXPERIENCED IN AUDIOVISUAL PRESENTATION. (TC)

## EP 010 841

24

A TRANS-NATIONAL STUDY OF FORMAL EDUCATION--ITS RELATIONSHIP TO THE SOCIAL SYSTEM AND ITS CONSEQUENCES.

INVESTIGATOR- COHEN, YEHOI A.

RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.

BUREAU NUMBER ER-7-1080

PRCP DATE 25 MAR 67

CONTRACT OEC-1-7-071080-4296

DESCRIPTORS- \*COMMUNITY SURVEYS, \*EDUCATIONAL EXPERIENCE, \*EDUCATIONAL PROGRAMS, \*SOCIAL INFLUENCES, \*SOCIOCULTURAL PATTERNS, ISRAEL, MODELS, NEW BRUNSWICK, QUESTIONNAIRES, UNITED STATES,

START DATE 06-02-67

END DATE 06-01-68

THE EDUCATIONAL SYSTEMS OF TWO MODERN NATIONS (UNITED STATES AND ISRAEL) WILL BE INVESTIGATED IN RELATION TO THE INTEGRATING FORCES OF BOTH SOCIETIES. THE OVERALL AIM OF THE RESEARCH WILL BE TO VIEW THE CULTURES OF BOTH THESE NATIONS AS SELF-PERPETUATING SYSTEMS, SEEKING TO LEARN HOW MUCH OF THEIR CULTURES CAN BE DESCRIBED AND UNDERSTOOD IN TERMS OF THEIR RESPECTIVE EDUCATIONAL SYSTEMS. THIS WILL BE IN CONTRAST TO TRADITIONAL APPROACHES IN WHICH EDUCATIONAL SYSTEMS ARE VIEWED AS BUT ONE PART OF THE CULTURE. THE PROCEDURAL PART OF THE RESEARCH WILL BE ORGANIZED AS A 2-YEAR SEQUENCE OF FIELD STUDY. THE 1ST YEAR OF FIELD WORK WILL BE DEVOTED TO A STUDY OF TWO COMMUNITIES IN ISRAEL, WITH SPECIAL ATTENTION TO THE CONTENT OF EDUCATION AND PATTERNS OF SELF-SELECTIVITY FOR DIFFERENT EDUCATIONAL SUBSYSTEMS. THE METHODOLOGY IN THIS ASPECT OF THE STUDY WILL BE BASED PRIMARILY ON TRADITIONAL ANTHROPOLOGICAL METHODS FOR THE



STUDY OF SMALL COMMUNITIES. AT THE SAME TIME, ATTEMPTS WILL BE MADE TO LEARN ABOUT THE FORCES OF INTEGRATION IN THE SOCIETY AS A WHOLE. A THEORETICAL FRAMEWORK, FOCUSING ON THE RELATIONSHIPS AMONG BOUNDARY-SYSTEMS, WILL PROVIDE THE BASIS FOR INQUIRY INTO THE NATIONAL CULTURE. THE 2ND YEAR OF FIELD WORK WILL BE DEVOTED TO LARGE-SCALE REPRESENTATIVE SAMPLING AND QUESTIONING IN BOTH NATIONS TO PROBE THE PSYCHOSOCIAL CONSEQUENCES OF DIFFERENT DEGREES OF EDUCATIONAL EXPERIENCE, MEASURED IN NUMBERS OF YEARS OF FORMAL EDUCATION. (7C)

## EP 010 842

52

A PROGRAM OF RESEARCH INTO THE IDENTIFICATION OF MANPOWER REQUIREMENTS, THE EDUCATIONAL PREPARATION AND THE UTILIZATION OF MANPOWER IN THE LIBRARY AND INFORMATION PROFESSIONS. INVESTIGATOR- WASSERMAN, PAUL. MARYLAND UNIV., COLLEGE PARK, SCH. OF LIB. SERVICE. BUREAU NUMBER DR-7-1084. PROF DATE 14 APR 67. CONTRACT OEC-1-7-071084-5017

DESCRIPTORS- \*BEHAVIORAL SCIENCE RESEARCH, \*INFORMATION PROCESSING, \*INFORMATION SYSTEMS, \*LIBRARY PROGRAMS, \*MANPOWER DEVELOPMENT, \*CLEARINGHOUSES, COLLEGE PARK, MEDICAL SERVICES, RESEARCH PROJECTS, SCIENCE EDUCATION,

START DATE 08-29-67

END DATE 12-29-68

MANPOWER REQUIREMENTS OF THE LIBRARY AND INFORMATION PROFESSIONS WILL BE STUDIED TO ASSIST IN THE SOLUTION OF PROBLEMS RELATING TO THE SELECTION, RECRUITMENT, TRAINING, AND USE OF PERSONNEL. A MANPOWER OFFICE WILL BE ESTABLISHED TO CONDUCT STUDIES AND TO ACT AS A CLEARINGHOUSE FOR LIBRARY MANPOWER INFORMATION. EIGHT MAJOR INVESTIGATIONS, BEHAVIORAL IN NATURE, ARE PLANNED. PARTICULAR ATTENTION WILL BE GIVEN TO THE MORE ADVANCED FORMS OF INFORMATION SERVICE, ESPECIALLY SERVICE FOR THE MEDICAL SCIENCES AND OTHER SCIENTIFIC DISCIPLINES. THE MAJOR FORM OF REPORTING WILL BE A SERIES OF MONOGRAPHS ON EACH INVESTIGATION WHICH WILL THEN BE INCORPORATED IN A FINAL VOLUME. (6C)

## EP 010 843

52

DESCRIPTIVE CATALOGING. DEVELOPMENT OF THE PRINCIPLES OF CATALOGING, PHASE I. INVESTIGATOR- LUBETZKY, S. CALIFORNIA UNIV., LOS ANGELES. BUREAU NUMBER DR-7-1089. PROF DATE 67. CONTRACT OEC-1-7-071089-4204

DESCRIPTORS- \*CATALOGING, \*DATA PROCESSING, \*INDEXING, \*INFORMATION SYSTEMS, \*LIBRARY SCIENCE, DOCUMENTATION, LOS ANGELES,

START DATE 06-15-67

END DATE 12-14-68

AN INVESTIGATION WILL BE MADE ON THE FUNDAMENTAL, HISTORICAL AND THEORETICAL ASPECTS OF DESCRIPTIVE OR BIBLIOGRAPHIC CATALOGING, INCLUDING THE PURPOSES TO BE SERVED, THE PROBLEMS INVOLVED, AND THE PRINCIPLES WHICH SHOULD UNDERLIE A COHESIVE, RATIONAL, AND PURPOSEFUL CATALOGING SYSTEM. THE INVESTIGATION WILL COVER THE FOLLOWING TOPICS (AS RELATED SOLELY TO DESCRIPTIVE CATALOGING)--(1) HISTORICAL DEVELOPMENT OF CATALOGING RULES AND PRINCIPLES, (2) ANALYSIS OF AIMS AND OBJECTIVES OF CATALOGING, (3) DESIGN

AND FUNCTION OF CATALOG ENTRIES, (4) ACTUAL ENTRY OF DOCUMENTS, (5) DESCRIPTION OF BIBLIOGRAPHIC ENTITY, (6) IMPLICATIONS OF COMPUTERIZATION, AND (7) ORGANIZATION OF CATALOGS. THIS PROJECT WILL BE FOLLOWED BY A CORRESPONDING STUDY OF SUBJECT CATALOGING WHICH IS TO BE APPLIED TO THE PRODUCT OF THE DESCRIPTIVE CATALOGING STUDY. (JH)

## EP 010 844

64

A SUMMARY OF THE RESEARCH ON INSTRUCTIONAL TELEVISION, AND OTHER MEDIA RESEARCH RELEVANT TO IT. INVESTIGATOR- SCHRAHM, WILBUR. STANFORD UNIV., CALIF., INST. FOR COMMUNIC. RES. BUREAU NUMBER DR-7-1123. PROF DATE 01 MAY 67. CONTRACT OEC-1-7-071123-4203

DESCRIPTORS- \*DATA ANALYSIS, \*INSTRUCTIONAL TECHNOLOGY, \*INSTRUCTIONAL TELEVISION, \*MEDIA RESEARCH, \*REFERENCE MATERIALS, STANFORD,

START DATE 06-01-67

END DATE 12-31-67

RESEARCH ON INSTRUCTIONAL TELEVISION AND RELATED RESEARCH ON OTHER MEDIA WILL BE SUMMARIZED IN A REPORT SO THAT THE USER CAN DISTINGUISH AMONG FINDINGS THAT MAY BE ACCEPTED CONFIDENTLY, THOSE THAT MAY BE ACCEPTED TENTATIVELY, AND THOSE IN AREAS WHERE MORE RESEARCH IS NEEDED. THE HOPE IS TO IDENTIFY EXISTING GUIDELINES ON CONDITIONS AND SITUATIONS UNDER WHICH INSTRUCTIONAL TELEVISION CAN BE USED EFFECTIVELY, AND THOSE UNDER WHICH THE USE OF ONE OR THE OTHER OF THE TEACHING MEDIA IS LIKELY TO BE MORE EFFICIENT. BEGINNING WITH THE APPROXIMATELY 600 DETAILED ABSTRACTS NOW AVAILABLE AT STANFORD UNIVERSITY'S INSTITUTE FOR COMMUNICATION RESEARCH (INCLUDING A LARGE COLLECTION OF FOREIGN RESEARCH ON EDUCATIONAL MEDIA), THE PROJECT STAFF WILL BRING THESE DATA UP-TO-DATE, SEARCH THE LITERATURE IN SPARSE AREAS, REEXAMINE SOME KEY STUDIES IN CLOSE DETAIL, AND THEN ARRANGE, COMPARE, EVALUATE, AND INTERPRET THE DATA AROUND A SET OF PROPOSITIONS AND A CHOICE OF VARIABLES. THE RESULTS WILL BE STATED IN TERMS ACCEPTABLE TO EDUCATORS, BROADCASTERS, RESEARCHERS, AND OTHER INTERESTED USERS. (JH)

## EP 010 845

52

A COMPUTER BASED SYSTEM FOR RESERVE ACTIVITIES IN A UNIVERSITY LIBRARY. INVESTIGATOR- PASANA, PAUL J. LOGSDON, RICHARD H. COLUMBIA UNIV., NEW YORK. BUREAU NUMBER DR-7-1129. PROF DATE 16 JUN 67. GRANT OEC-1-7-071129-5047

DESCRIPTORS- \*BOOKLISTS, \*COLLEGE LIBRARIES, \*COMPUTER PROGRAMS, \*DATA PROCESSING, \*LIBRARY PROGRAMS, CLASSROOM MATERIALS, LIBRARY MATERIALS, NEW YORK CITY, TEXTBOOKS,

START DATE 06-01-67

END DATE 12-01-68

A DETERMINATION WILL BE MADE OF THE FEASIBILITY OF DESIGNING A GENERALIZED COMPUTER-BASED SYSTEM WHICH WOULD PERFORM RESERVE ACTIVITIES FOR UNIVERSITY LIBRARIES AND BE APPLICABLE TO RESERVE ENVIRONMENTS IRRESPECTIVE OF THEIR SIZE OR SUBJECT ORIENTATION. ON THE IMMEDIATE USER LEVEL, SUCH A SYSTEM WOULD PROVIDE TO PROFESSORS AND STUDENTS COMPLETE LISTINGS OF BOOKS ON RESERVE FOR PARTICULAR COURSES. AN

ANALYSIS OF SEVERAL RESERVE SYSTEMS, VARYING IN VOLUME OF WORK DONE AND SUBJECT AREA COVERED, WILL BE CONDUCTED. THE PROCESSING FUNCTIONS COMMON TO ALL OF THE SYSTEMS STUDIED WILL BE ISOLATED AND STATED. A GENERALIZED SYSTEM OF PROCEDURES WILL BE FORMULATED. COMPUTER PROGRAMS WILL BE WRITTEN AND PILOT SYSTEMS INITIATED TO OPERATIONALLY TEST THE VALIDITY OF THE GENERALIZED SYSTEM DESIGN. INITIALLY, THE COMPUTER SYSTEM WILL BE OFF-LINE. AS EFFORT PROGRESSES, ON-LINE PROCESSING WILL BE INCORPORATED, AND A FUNCTIONAL COMPARISON OF THE TWO PROCESSING MODES WITHIN THE SYSTEM WILL BE DONE. (JH)

## EP 010 846

24

THE DISTRIBUTION OF FEDERAL FINANCIAL AID FUNDS TO AMERICAN COLLEGES AND UNIVERSITIES.

INVESTIGATOR- SCHLEKAT, GEORGE A.

EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.

BUREAU NUMBER DR-7-1133

PROP DATE 11 MAY 67

CONTRACT OEC-1-7-071133-4423

DESCRIPTORS- \*COLLEGE ADMINISTRATION, \*DATA ANALYSIS, \*EDUCATIONAL FINANCE, \*FEDERAL AID, \*INFORMATION PROCESSING, \*STUDENT CHARACTERISTICS, \*STUDENT COSTS, COLLEGE STUDENTS, FINANCIAL SERVICES, PRINCETON, SCHOOL FUNDS,

START DATE 08-16-67

END DATE 04-30-68

THE DISTRIBUTION AND REPAYMENT OF FUNDS PROVIDED TO COLLEGE STUDENTS FROM THREE FEDERALLY SUPPORTED PROGRAMS WILL BE STUDIED. RECORDS OF THE LOANS AND AWARDS DISTRIBUTED BY AMERICAN COLLEGES AND UNIVERSITIES FROM FUNDS PROVIDED BY NATIONAL DEFENSE STUDENT LOANS, COLLEGE WORK-STUDY GRANTS, AND EDUCATIONAL OPPORTUNITY GRANTS WILL BE ANALYZED ACCORDING TO INSTITUTIONAL AND INDIVIDUAL-RECIPIENT CHARACTERISTICS. INSTITUTIONAL CHARACTERISTICS TO BE CONSIDERED ARE SIZE, TYPE, SOURCE OF CONTROL, GEOGRAPHICAL LOCATION, AND ESTIMATED INSTITUTIONAL WEALTH. STUDENT (INDIVIDUAL-RECIPIENT) CHARACTERISTICS TO BE CONSIDERED ARE FINANCIAL RESOURCES, AMOUNT OF THE GRANT AND/OR LOAN, AND FEDERAL CONTRIBUTION RELATED TO THE TOTAL STUDENT EXPENDITURE ON HIGHER EDUCATION. FROM THE STUDY INVESTIGATORS WILL ATTEMPT TO IDENTIFY THE PROPORTION OF FEDERAL FUNDS DISTRIBUTED UNDER THE THREE STUDENT-AID PROGRAMS THAT HAVE GONE TO FINANCIALLY NEEDY STUDENTS. (AL)

## EP 010 847

24

THE GENESIS OF A MODEL CITIZEN IN COMMUNIST CHINA--TRANSLATION AND ANALYSIS OF SELECTED CHINESE COMMUNIST ELEMENTARY SCHOOL TEXTBOOKS.

INVESTIGATOR- DOOLIN, DENNIS J. RIDLEY, CHARLES F.

STANFORD UNIV., CALIF.

BUREAU NUMBER DR-7-1137

PROP DATE 04 MAY 67

CONTRACT OEC-1-7-071137-4297

DESCRIPTORS- \*CITIZEN ROLE, \*COMMUNISM, \*ELEMENTARY EDUCATION, \*SOCIALIZATION, \*TEXTBOOKS, CHINA, INDIVIDUAL CHARACTERISTICS, STANFORD, TEXTBOOK BIAS,

START DATE 06-30-67

END DATE 06-30-68

THE PROJECT WILL INVOLVE THE TRANSLATION AND ANALYSIS OF "GRAMMAR READERS" USED IN THE FIRST FIVE GRADES OF ELEMENTARY

SCHOOL IN COMMUNIST CHINA. THE FIRST PHASE OF THE PROJECT WILL BE TRANSLATION OF THE READERS, WITH ANNOTATION WHERE NECESSARY TO CLARIFY REFERENCES TO EVENTS, PERSONALITIES, AND CUSTOMS WITH WHICH SOME READERS MIGHT NOT BE FAMILIAR. THE SECOND PHASE WILL INVOLVE ANALYSIS OF THE TEXTS TO DETERMINE THEIR SIGNIFICANCE AS A MEDIUM OF POLITICAL SOCIALIZATION AND OF SOCIALIZATION IN GENERAL. ANALYSIS WILL BEGIN WITH A CONSIDERATION OF THE KINDS OF TOPICS AND SUBJECTS PRESENTED IN THE TEXTS, AND THEN PROCEED TO A STUDY OF THE STORY THEMES. IN THE THIRD PHASE OF THE PROJECT, AN EXEMPLAR WILL BE CONSTRUCTED--A MODEL CHILD POSSESSING THE POSITIVE TRAITS, ATTITUDES, VALUES, AND PERSONALITY SET FORTH IN THE TEXTS. THE STUDY FINDINGS WILL BE DISSEMINATED TO WIDEN GENERAL KNOWLEDGE ABOUT EDUCATION IN COMMUNIST CHINA AND TO SERVE AS SOURCE MATERIAL FOR OTHER RESEARCHERS IN THIS FIELD. (TC)

## EP 010 848

52

A NEW APPROACH TO EDUCATIONAL PREPARATION FOR PUBLIC LIBRARY SERVICE--AN EXPERIMENTAL PROGRAM IN LIBRARY EDUCATION FOR WORK WITH A SPECIALIZED CLIENTELE.

INVESTIGATOR- BUNDY, MARY LEE

MARYLAND UNIV., COLLEGE PARK, SCH. OF LIB. SERVICE

BUREAU NUMBER DR-7-1139

PROP DATE 25 APR 67

CONTRACT OEC-1-7-071139-4431

DESCRIPTORS- \*DEMONSTRATION PROJECTS, \*FIELD EXPERIENCE PROGRAMS, \*GRADUATE STUDY, COLLEGE PARK, \*LIBRARY SCIENCE, \*LIBRARY SERVICES, CULTURALLY DISADVANTAGED, INFORMATION DISSEMINATION,

START DATE 06-15-67

END DATE 12-31-68

AN EXPERIMENTAL PROJECT IN LIBRARY EDUCATION AND RESEARCH WILL BE CONDUCTED TO PROVIDE MASTER'S DEGREE STUDENTS IN LIBRARY SCIENCE WITH BOTH FIELD AND RESEARCH EXPERIENCE IN LIBRARY SERVICE TO THE DISADVANTAGED. A DEMONSTRATION LIBRARY PROGRAM WILL BE CONDUCTED IN AN URBAN POVERTY COMMUNITY IN PRINCE GEORGE'S COUNTY, MARYLAND. A COMBINATION OF COURSES AND ACTUAL FIELD EXPERIENCE IS PLANNED THAT WILL INCLUDE THE PLANNING AND CONDUCT OF AN INDEPENDENT RESEARCH INVESTIGATION. THE PROGRAM WILL BE ASSESSED BY A RESEARCH COMMITTEE, SUPPLEMENTED BY CONSULTATION WITH SEVERAL SOCIAL SCIENTISTS. THE EVALUATION WILL BE BASED UPON A REVIEW OF STUDENT PAPERS AND THE REPORTS SUBMITTED BY THE PRINCIPAL INVESTIGATORS. THE EXPERIENCE GAINED FROM THE PROJECT WILL BE DISSEMINATED THROUGH NORMAL PUBLICATION CHANNELS. IN ADDITION, AN EDUCATIONAL SEMINAR ADDRESSED TO LIBRARY EDUCATORS WILL BE HELD. (TC)

## EP 010 849

52

STUDY OF USER REQUIREMENTS IN IDENTIFYING DESIRED WORKS IN A LARGE LIBRARY.

INVESTIGATOR- LIPETZ, BEN-AMI

YALE UNIV., NEW HAVEN, CONN.

BUREAU NUMBER DR-7-1140

PROP DATE 03 MAY 67

GRANT OEC-1-7-071140-4427

DESCRIPTORS- \*AUTOMATIC, \*CATALOGING, \*CATALOGS, \*COMPUTERS, \*LIBRARY SKILLS, LIBRARY STANDARDS, NEW HAVEN,

START DATE 06-15-67

END DATE 05-31-68

A STUDY WILL BE MADE OF THE REQUIREMENTS OF LIBRARY USERS WHEN SEEKING TO IDENTIFY DESIRED WORKS WITHIN A LARGE COLLECTION. THE STUDY WILL BE CONDUCTED WITH THE CHARACTERISTICS AND CAPABILITIES OF COMPUTERS IN MIND. THE ATTEMPT WILL BE TO DETERMINE WHETHER THERE ARE FEATURES OF CONVENTIONAL LIBRARY CATALOG CARDS AND OF CONVENTIONAL CATALOGING PRACTICE WHICH SHOULD BE ALTERED IN A COMPUTERIZED SYSTEM TO ACHIEVE BETTER USER SERVICE OR MORE ECONOMICAL PROCESSING. USER NEED WILL BE STUDIED BY MEANS OF A CAREFULLY DESIGNED SERIES OF INTERVIEWS CONDUCTED WITH LIBRARY USERS AS THEY APPROACH THE CARD CATALOG OF A UNIVERSITY LIBRARY. THE INTERVIEWERS WILL ATTEMPT TO ELICIT THE PRECISE CATEGORIES AND SPECIFICITY OF IDENTIFYING DATA WHICH USERS HAVE IN MIND WHEN INITIATING A SEARCH. PERTINENT WORKS IDENTIFIED BY USERS WILL BE EXAMINED, AS WILL THE CATALOG CARDS WHICH DESCRIBE THOSE WORKS. ATTEMPTS WILL BE MADE TO FORMULATE RULES OF FILE ORGANIZATION WHICH WOULD ASSURE EFFICIENT IDENTIFICATION OF THE PERTINENT WORKS IN A LARGE COMPUTERIZED SYSTEM. CATALOGING REQUIREMENTS WILL BE EXAMINED TO SEE WHETHER SIMPLIFIED, POSSIBLY AUTOMATED, PROCEDURES WOULD SUFFICE FOR INPUT TO A COMPUTERIZED CATALOG SYSTEM, OR WHETHER, CONVERSELY, MORE DETAILED AND COMPLEX INPUT PROCESSING MAY BE DESIRABLE. (TC)

## EP 010 850

64

FEASIBILITY OF USING AN EXPERIMENTAL LABORATORY FOR IDENTIFYING CLASSROOM MULTI-MEDIA PROBLEMS AND REQUIREMENTS. INVESTIGATOR- USLAN, DAVID T.

SYSTEMS DEVELOPMENT CORP., FALLS CHURCH, VA.

BUREAU NUMBER DR-7-1143

PRCP DATE MAY 67

CONTRACT CEC-1-7-071143-4419

DESCRIPTORS- \*CLASSROOM RESEARCH, \*INSTRUCTIONAL TECHNOLOGY, \*LABORATORIES, \*LABORATORY EXPERIMENTS, \*MEDIA RESEARCH, CLASSROOM ENVIRONMENT, FALLS CHURCH, RESEARCH PROBLEMS,

START DATE 06-01-67

END DATE 02-20-68

A LABORATORY INVESTIGATION WILL BE MADE OF VARIOUS PRACTICAL PROBLEMS OF THE USE OF MULTIMEDIA AT THE CLASSROOM LEVEL. A PROTOTYPE EXPERIMENTAL LABORATORY WILL BE USED TO ANALYZE PROBLEMS AND DESIGN ALTERNATE, INNOVATIVE FACILITIES FOR EFFECTIVE USE OF MULTIMEDIA. CURRENT PROBLEMS IN THE CLASSROOM USE OF MULTIMEDIA ARE TO BE IDENTIFIED BY A CONFERENCE OF EDUCATORS. THE INVESTIGATORS WOULD CONSIDER SUCH PROBLEMS AS (1) EFFECTIVE AND EFFICIENT USE OF LEARNING MEDIA IN EDUCATION, (2) THE PRINCIPLES OF EDUCATIONAL PLANNING OF PRIMARY CONCERN TO THE ARCHITECT, TEACHER, AND ADMINISTRATOR, (3) THE FACILITY AND EQUIPMENT NEEDS FOR INDEPENDENT STUDY, SMALL-GROUP STUDY, MEDIUM-GROUP STUDY, AND LARGE-GROUP STUDY, AND (4) THE ADVANTAGES, DISADVANTAGES, AND CONSEQUENCES OF USING AN EXPERIMENTAL LABORATORY TO STUDY MULTIMEDIA PROBLEMS. (TC)

## EP 010 851

52

AN EXPLORATORY STUDY OF THE OCCUPATION OF TEACHER OF LIBRARIANSHIP.

INVESTIGATOR- ACETO, VINCENT J.

WESTERN RESERVE UNIV., CLEVELAND, OHIO

BUREAU NUMBER DR-7-1168

PRCP DATE

67

GRANT CEC-1-7-071268-5060

DESCRIPTORS- \*CAREER CHOICE, \*HIGHER EDUCATION, \*JOB ANALYSIS, \*LIBRARY SCIENCE, \*TEACHER CHARACTERISTICS, CLEVELAND, QUESTIONNAIRES,

START DATE 06-15-67

END DATE 06-23-68

THE OCCUPATION OF "TEACHER OF LIBRARIANSHIP" WILL BE DESCRIBED AND ANALYZED. EMPIRICAL DATA WILL BE COLLECTED ON THE SOCIAL ORIGINS, EDUCATIONAL PREPARATION, CAREER CHOICE, CAREER PATTERNS, SOCIAL AND PROFESSIONAL ACTIVITIES, AND CAREER APPRAISALS OF FULL-TIME FACULTY OF GRADUATE LIBRARY SCHOOLS ACCREDITED BY THE AMERICAN LIBRARY ASSOCIATION (ALA). THE WORK MILIEU WITH ITS STRESSES, SYSTEM OF REWARDS, AND OCCUPATIONAL NORMS AND CONFLICTS WILL ALSO BE INVESTIGATED. A NUMBER OF TYPOLOGIES WILL BE CONSTRUCTED OF SUBGROUPS IDENTIFIED BY SUCH FACTORS AS YEARS OF TEACHING EXPERIENCE AND INSTITUTION-ORIENTATION VERSUS PROFESSIONAL-ORIENTATION (COSMOPOLITANS VERSUS LOCALS). SINCE THE PRIMARY FOCUS OF THE STUDY IS EXPLORATORY, IT IS EXPECTED THAT A NUMBER OF TESTABLE HYPOTHESES WILL BE GENERATED FOR FUTURE RESEARCH. DESCRIPTIVE QUESTIONNAIRES WILL BE MAILED TO THE 340 FULL-TIME FACULTY OF THE ALA-ACCREDITED LIBRARY SCHOOLS. FROM THE ANALYSIS OF THE DATA OF THE RETURNS, A 10 PERCENT STRATIFIED SAMPLE OF THE TOTAL POPULATION WILL BE SELECTED FOR SEMI-STRUCTURED INDEPTH INTERVIEWS. THE INTERVIEWERS WILL REVIEW THE FREE-CHOICE ITEMS OF THE QUESTIONNAIRE AND COLLECT ADDITIONAL DATA ON ATTITUDES, ASPIRATIONS, PRESENT WORK SITUATIONS, AND GENERAL OUTLOOK OF INQUIRERS. DATA WILL BE TRANSCRIBED TO PUNCH CARDS AND MANIPULATED BY DATA PROCESSING EQUIPMENT TO CONSTRUCT TYPOLOGIES OF VARIOUS SUBGROUPS. THE INVESTIGATOR WILL ALSO EXPLORE AND TEST SELECTED ASSUMPTIONS ABOUT TEACHERS OF LIBRARIANSHIP BASED ON EXISTING RELEVANT RESEARCH IN LIBRARIANSHIP AND STUDIES OF OTHER OCCUPATIONS IN HIGHER EDUCATION. (TC)

## EP 010 852

24

POSTDOCTORAL FELLOWSHIP PROGRAM IN EDUCATIONAL RESEARCH.

INVESTIGATOR- BELLER, THEODORE L.

CALIFORNIA UNIV., BERKELEY

BUREAU NUMBER DR-7-1172

PRCP DATE 12 MAY 67

GRANT CEC-1-7-071172-3071

DESCRIPTORS- \*EDUCATIONAL RESEARCH, \*FELLOWSHIPS, \*HIGHER EDUCATION, \*POST DOCTORAL EDUCATION, \*RESEARCH SPECIALISTS (EDUCATION), BERKELEY, RESEARCH AND DEVELOPMENT CENTERS, RESEARCH METHODOLOGY, RESEARCH OPPORTUNITIES, RESEARCH PROJECTS,

START DATE 06-27-67

END DATE 08-31-68

A POSTDOCTORAL FELLOWSHIP PROGRAM WILL BE CREATED TO ENHANCE THE RESEARCH CAPABILITIES OF THE PARTICIPANT THROUGH INTENSIVE EDUCATIONAL RESEARCH TRAINING IN HIGHER EDUCATION. THE FELLOWSHIP HOLDER WILL AUDIT A NUMBER OF ADVANCED SEMINARS IN HIGHER EDUCATION AND RESEARCH METHODOLOGY WHILE ASSOCIATING WITH AND PARTICIPATING IN A SELECTED NUMBER OF RESEARCH PROJECTS OF THE CENTER FOR RESEARCH AND DEVELOPMENT IN HIGHER EDUCATION. IT IS EXPECTED THAT, BY THE END OF THE FELLOWSHIP YEAR, THE PARTICIPANT WILL HAVE ACQUIRED GREATER SKILL IN EXPERIMENTAL DESIGN AND DEVELOPED SOME PROGRAMS FOR FURTHER RESEARCH IN HIGHER EDUCATION. (GC)



## EP 010 853

24

POSTDOCTORAL FELLOWSHIP PROGRAM IN EDUCATIONAL RESEARCH.  
INVESTIGATOR- BAILEY, STEPHEN K.  
SYRACUSE UNIV., N.Y.  
BUREAU NUMBER ER-7-1206  
GRANT CEC-1-7-071206-5067

PROP DATE 17 MAY 67

DESCRIPTORS- \*EDUCATIONAL RESEARCH, \*FELLOWSHIPS, \*POLITICAL SCIENCE, \*POST DOCTORAL EDUCATION, \*RESEARCHERS, EDUCATIONAL PROGRAMS, RESEARCH SKILLS, SYRACUSE,

START DATE 09-01-67

END DATE 08-31-68

A POSTDOCTORAL FELLOWSHIP WILL AFFORD OPPORTUNITY FOR THE SELECTED PARTICIPANT TO ENGAGE IN AN INTENSIVE YEAR OF EDUCATIONAL RESEARCH TRAINING IN THE AREA OF "POLITICS OF EDUCATION" ACCORDING TO AN INDIVIDUAL PLAN. IT IS EXPECTED THAT, AS THE RESULT OF THE TRAINING, THE FELLOW WILL BE BETTER ABLE TO DESIGN, UNDERTAKE, AND EVALUATE RESEARCH PROBLEMS IN THE FIELD OF EDUCATION AND MAKE A GREATER CONTRIBUTION TO EDUCATIONAL RESEARCH. THE PRIMARY RESPONSIBILITY OF THE FELLOW WILL BE TO PLAN, WITH THE DIRECTOR OF THE PROGRAM, A SERIES OF ACTIVITIES DESIGNED TO DRAW ON THE FULL RESOURCES OF SYRACUSE UNIVERSITY TO FILL GAPS IN HIS OWN TRAINING AND EXPERIENCE. SUCH ACTIVITIES WILL INCLUDE ATTENDANCE AT SEMINARS AT THE INSTITUTION AND PARTICIPATION FOR TRAINING PURPOSES IN THE ACTIVITIES OF THE RESEARCH BEING UNDERTAKEN AT THE INSTITUTION. (TC)

## EP 010 854

52

THE EFFECT OF A LIBRARIAN-CENTERED READING GUIDANCE PROGRAM ON THE READING SKILLS AND HABITS OF ELEMENTARY SCHOOL PUPILS.  
INVESTIGATOR- ALLEN, RUTH S.  
UNIVERSITY OF SOUTH FLORIDA, TAMPA  
BUREAU NUMBER ER-7-1215  
GRANT CEC-1-7-071215-5078

PROP DATE 67

DESCRIPTORS- \*GUIDANCE PROGRAMS, \*LIBRARY PROGRAMS, \*READING ACHIEVEMENT, \*READING IMPROVEMENT, \*SCHOOL LIBRARIES, DURRELL-SULLIVAN INDIVIDUALIZED READING TESTS, ELEMENTARY SCHOOL STUDENTS, EYE MOVEMENT PHOTOGRAPHY TEST, EYE MOVEMENTS, GRADE 4, GRADE 5, ICWA TESTS OF BASIC SKILLS, TAMPA,

START DATE 06-29-67

END DATE 06-28-68

A STRONG, LIBRARY-CENTERED, READING-GUIDANCE PROGRAM WILL BE STUDIED TO DETERMINE ITS EFFECTS ON THE READING ACHIEVEMENT OF FOURTH- AND FIFTH-GRADE PUPILS. NINETY STUDENTS FROM ONE ELEMENTARY SCHOOL WILL BE DIVIDED IN THIRDS INTO TWO EXPERIMENTAL GROUPS AND ONE CONTROL GROUP, AND WILL BE MATCHED ACCORDING TO EYE-MOVEMENT PHOTOGRAPHY SCORES. ONE EXPERIMENTAL GROUP WILL BE ASSIGNED A FULL READING-GUIDANCE PROGRAM. THE OTHER WILL HAVE SCHEDULED ACCESS TO THE SCHOOL LIBRARY BUT NO FORMAL READING GUIDANCE. THE CONTROL GROUP WILL HAVE NO SCHEDULED LIBRARY PERIODS, AND WILL ONLY HAVE CIRCULATION PRIVILEGES. THE EXPERIMENT WILL BE CONDUCTED IN TWO PHASES OF 16 WEEKS EACH, EXCLUSIVE OF THE PRE- AND POST-TESTING PERIODS. ALL OF THE SUBJECTS WILL BE TESTED BEFORE AND AFTER THE EXPERIMENT USING THE DURRELL-SULLIVAN INDIVIDUALIZED READING TESTS AND THE ICWA TEST ON WORK-STUDY SKILLS (TEST B, GRADES 4-9). IN ADDITION, THE CHILDREN'S

READING HABITS WILL BE EVALUATED BY THE TEACHERS BOTH BEFORE AND AFTER THE EXPERIMENT. READING INVENTORIES WILL BE TAKEN AT THE BEGINNING AND AT THE END OF THE STUDY. THE EYE-MOVEMENT PHOTOGRAPHY TEST WILL ALSO BE REPEATED AT THE END OF THE EXPERIMENT. (AL)

## EP 010 855

24

POSTDOCTORAL FELLOWSHIP PROGRAM IN EDUCATIONAL RESEARCH.  
INVESTIGATOR- NAGEL, ERNEST  
COLUMBIA UNIV., NEW YORK  
BUREAU NUMBER ER-7-1226  
GRANT CEC-1-7-071226-5027

PROP DATE 26 MAY 67

DESCRIPTORS- \*EDUCATIONAL RESEARCH, \*FELLOWSHIPS, \*POST DOCTORAL EDUCATION, \*RESEARCH SPECIALISTS (EDUCATION), \*SOCIAL SCIENCES, EDUCATIONAL OPPORTUNITIES, EDUCATIONAL PHILOSOPHY, NEW YORK CITY, SEMINARS,

START DATE 09-01-67

END DATE 09-31-68

A POSTDOCTORAL FELLOWSHIP WILL AFFORD AN OPPORTUNITY FOR A POSTDOCTORAL FELLOW TO ENGAGE IN AN INTENSIVE YEAR OF SYSTEMATIC STUDY OF THE SOCIAL SCIENCES AND TO DEVELOP A CONCEPTUAL FRAMEWORK IN WHICH TO PLACE EDUCATIONAL INQUIRY. IT IS EXPECTED THAT, AS A RESULT OF THE PROGRAM, THE FELLOW WILL BE BETTER ABLE TO OFFER PHILOSOPHICAL INSIGHTS INTO THE THEORIES, CONCEPTS, AND METHODS OF EDUCATIONAL RESEARCH AND TO MAKE A GREATER CONTRIBUTION TO EDUCATIONAL RESEARCH IN THE FIELD OF PHILOSOPHY OF EDUCATION. THE PRIMARY RESPONSIBILITY OF THE FELLOW WILL BE TO PLAN, WITH THE DIRECTOR OF THE PROGRAM, A SERIES OF ACTIVITIES DESIGNED TO DRAW ON THE FULL RESOURCES OF COLUMBIA UNIVERSITY TO FILL GAPS IN HIS OWN TRAINING AND EXPERIENCE. SUCH ACTIVITIES MAY INCLUDE ATTENDANCE AT SEMINARS OR FORMAL CLASSES AT THE INSTITUTION, PARTICIPATION FOR TRAINING PURPOSES IN THE ACTIVITIES OF THE RESEARCH BEING UNDERTAKEN AT THE INSTITUTION, AND STUDY AT SPECIAL FACILITIES OR OF RESOURCE MATERIALS AVAILABLE EITHER AT THE INSTITUTION OR ELSEWHERE IN THE GEOGRAPHICAL AREA. (TC)

## EP 010 856

52

LIBRARY AUTOMATION--A CRITICAL REVIEW.  
INVESTIGATOR- OVERMYER, LAVAHN  
WESTERN RESERVE UNIV., CLEVELAND, OHIO  
BUREAU NUMBER ER-7-1268  
GRANT CEC-1-7-071268-5079

PROP DATE 67

DESCRIPTORS- \*ADMINISTRATOR GUIDES, \*AUTOMATION, \*BIBLIOGRAPHIES, \*LIBRARY FACILITIES, \*LIBRARY SCIENCE, CLEVELAND, GUIDELINES, LIBRARY SERVICES, TECHNOLOGICAL ADVANCEMENT,

START DATE 06-29-67

END DATE 06-29-68

A HANDBOOK WILL BE PREPARED TO ASSIST LIBRARY ADMINISTRATORS WHO ARE CONSIDERING THE USE OF AUTOMATION IN THEIR LIBRARY SYSTEMS. THE HANDBOOK WILL INCLUDE A CRITICAL REVIEW OF THE LITERATURE OF LIBRARY AUTOMATION. TO PROVIDE MATERIALS FOR BOTH THE HANDBOOK AND THE CRITICAL REVIEW, A 5-MONTH PERIOD WILL BE DEVOTED TO THE COLLECTION OF DATA. INFORMATION WILL BE GATHERED FROM LITERATURE AND AT SELECTED LOCATIONS, AND ANALYZED TO DETERMINE (1) WHAT LIBRARY



AUTOMATION HAS DONE TO THE OVERALL LIBRARY SYSTEM IN TERMS OF SERVICE, EFFICIENCY, STAFF MORALE, STAFF ASSIGNMENTS, AND COSTS; (2) WHAT THE REACTION OF THE USER-COMMUNITY SERVED HAS BEEN; (3) HOW WELL USER NEEDS HAVE BEEN MET; AND (4) WHAT THE PLANS OF THE LIBRARY ARE FOR THE FUTURE. (AL)

## EP 010 857

24

AN EVALUATION OF THE IMPACT OF THE GRADUATE FELLOWSHIP PROGRAM ON THE FIELD OF SPECIAL EDUCATION, SPECIFICALLY THE AREA OF MENTAL RETARDATION.

INVESTIGATOR- HEBELER, JEAN R.

MARYLAND UNIV., COLLEGE PARK, COLL. OF EDUCATION

BUREAU NUMBER BR-7-1301

PROF DATE 15 JUN 67

GRANT CEC-1-7-071301-5135

DESCRIPTORS- \*FEDERAL AID, \*FELLOWSHIPS, \*GRADUATE SURVEYS, \*MENTAL RETARDATION, \*PROGRAM EVALUATION, \*SPECIAL EDUCATION, COLLEGE PARK, EVALUATION TECHNIQUES, GRADUATE STUDY, MENTALLY HANDICAPPED, PROGRAM EFFECTIVENESS, PUBLIC LAW 85 926,

START DATE 06-30-67

END DATE 12-31-67

AN EVALUATION WILL BE MADE OF THE IMPACT OF THE U.S. OFFICE OF EDUCATION "GRADUATE FELLOWSHIP PROGRAM IN THE EDUCATION OF THE MENTALLY RETARDED" (AUTHORIZED UNDER PUBLIC LAW 85-926) ON THE FIELD OF SPECIAL EDUCATION AND, IN PARTICULAR, THE AREA OF THE MENTALLY HANDICAPPED. AN APPRAISAL OF THE TRAINING PROGRAMS, OBTAINED FROM THE FELLOWSHIP RECIPIENTS, WILL ALSO BE EVALUATED. COMPLETED SURVEY FORMS WHICH WERE RETURNED BY 413 OF A TOTAL 480 FELLOWSHIP RECIPIENTS WILL PROVIDE THE DATA TO BE ANALYZED. (GD)

## EP 010 858

48

PREPARATION OF CAMERA COPY AND DUPLICATION OF A BASIC TEXT FOR COLLOQUIAL SINHALESE.

INVESTIGATOR- GAIR, JAMES W.

CORNELL UNIV., ITHACA, N.Y.

BUREAU NUMBER BR-7-8322

PROF DATE 10 JAN 67

CONTRACT CEC-1-7-078322-1711

DESCRIPTORS- \*GLOSSARIES, \*INDO EUROPEAN LANGUAGES, \*LANGUAGE INSTRUCTION, \*SINHALESE, \*TEXTBOOK PUBLICATIONS, BASIC SKILLS, ITHACA,

START DATE 04-15-67

END DATE 04-14-68

A CAMERA COPY OF A BASIC TEXT ENTITLED "COLLOQUIAL SINHALESE" WILL BE PREPARED, AND 225 COPIES OF THE TEXT WILL BE DUPLICATED. SINHALESE IS THE OFFICIAL LANGUAGE OF CEYLON. A KNOWLEDGE OF THE LANGUAGE IS REGARDED AS BECOMING INCREASINGLY IMPORTANT TO ANYONE WISHING TO DO SERIOUS WORK IN CEYLON. THE PRESENT TEXT IS DESIGNED TO FILL THE NEED FOR A BASIC COURSE IN COLLOQUIAL SINHALESE. THE TEXT CONSISTS ESSENTIALLY OF 32 LESSONS, EACH OF WHICH CONTAINS A CONVERSATION, GRAMMAR, VOCABULARY, AND EXERCISES. GLOSSARIES, WHICH DO NOT FORM PART OF THE ORIGINAL MATERIALS, WILL BE COMPILED TO ENHANCE THE USEFULNESS OF THE TEXT. THE TEXT WHEN COMPLETED WILL BE AMPLIFIED FOR USE IN A 1-YEAR SEMI-INTENSIVE COURSE OR A 2-YEAR NONINTENSIVE COURSE. (GD)

## EP 010 859

24

THE RELATIONSHIP OF SOCIAL CLIMATE TO THE DEGREE OF DESEGREGATION IN THE KENTUCKY PUBLIC SCHOOLS.

INVESTIGATOR- YEAGER, J. FRANK

WESTERN KENTUCKY UNIV., BOWLING GREEN

BUREAU NUMBER BR-7-C-002

PROF DATE 12 DEC 66

CONTRACT CEC-1-7-070002-4206

DESCRIPTORS- \*ECONOMIC CLIMATE, \*SCHOOL DISTRICTS, \*SCHOOL INTEGRATION, \*SOCIAL ENVIRONMENT, \*VOLUNTARY INTEGRATION, ADMINISTRATIVE POLICY, BOWLING GREEN, DATA ANALYSIS, FACTOR ANALYSIS, PEARSON PRODUCT MOMENT CORRELATION, PUBLIC SCHOOL SYSTEMS, RACIAL INTEGRATION, SCHOOL ADMINISTRATION, SOCIAL CHARACTERISTICS,

START DATE 06-01-67

END DATE 03-31-68

AN EXAMINATION WILL BE MADE OF THE RELATIONSHIP BETWEEN SELECTED ECONOMIC AND SOCIAL CHARACTERISTICS OF SCHOOL DISTRICTS IN KENTUCKY AND THE DEGREE OF DESEGREGATION VOLUNTARILY PROMOTED BY THOSE SCHOOL DISTRICTS. THE INVESTIGATOR WILL SELECT FROM AVAILABLE DOCUMENTATION SOME SOCIAL AND ECONOMIC CHARACTERISTICS COMMON TO THE STATE OF KENTUCKY AND SOME UNIQUE TO THE SCHOOL DISTRICTS IN THE STATE. THE DEGREE OF DESEGREGATION VOLUNTARILY EXHIBITED BY THE SCHOOL DISTRICTS WILL ALSO BE DETERMINED FROM AVAILABLE DOCUMENTATION. THE RELATIONSHIP BETWEEN THE SOCIAL CLIMATE VARIABLES AND THE CRITERION VARIABLE, THE DEGREE OF DESEGREGATION, WILL BE DETERMINED BY USE OF PEARSON'S PRODUCT MOMENT CORRELATION. THE SAME DATA WILL BE SUBJECTED TO FACTOR ANALYSIS. FINDINGS OF THE STUDY SHOULD PROVIDE EDUCATIONAL PRACTITIONERS BROADER INSIGHTS FROM WHICH THEY CAN FORMULATE AND IMPLEMENT ADMINISTRATIVE DECISIONS NECESSARY FOR THE SCHOOL DESEGREGATION PROCESS. (JH)

## EP 010 860

24

TEACHER ATTITUDE ASSESSMENT MODEL FOR ADULT LITERACY TRAINERS.

INVESTIGATOR- LAUBACH, ROBERT S.

LAUBACH LITERACY INC., WASHINGTON, D.C.

BUREAU NUMBER BR-7-C-019

PROF DATE

68

GRANT CEC-1-7-070019-3726

DESCRIPTORS- \*ADULT EDUCATION PROGRAMS, \*LITERACY CLASSES, \*NONPROFESSIONAL PERSONNEL, \*PROGRAM EVALUATION, \*TEACHER ATTITUDES, \*TEACHER EDUCATION, ADULT BASIC EDUCATION, DISTRICT OF COLUMBIA, EVALUATION TECHNIQUES, INSTRUCTIONAL MATERIALS, ITEM ANALYSIS, PROGRAM EFFECTIVENESS,

START DATE 06-01-67

END DATE 05-31-68

A REAPPRAISAL OF THE RELEVANCE OF TEACHER-TRAINING TECHNIQUES AND MATERIALS FOR ADULT BASIC-EDUCATION TRAINING WILL BE MADE IN THE LIGHT OF THE INCREASING USE OF NONPROFESSIONAL TEACHERS. AN EVALUATIVE PROCEDURE WILL BE EXPLORED WHICH CAN ASSESS THE RELEVANCE OF DISCRETE ITEMS OF COURSE CONTENT AND PROVIDE CONTINUING FEEDBACK TO GUIDE THE ONGOING REVISION OF COURSE CONTENT AND TRAINING OBJECTIVES. THIS METHOD WILL BE APPLIED TO THE COMMONLY RECOMMENDED TRAINING OBJECTIVE OF SHAPING TEACHER'S ATTITUDES AND OPINIONS ABOUT ADULT ILLITERATES' CHARACTERISTICS AND CAPABILITIES. AN ATTITUDE AND OPINION SURVEY WILL BE

CONSTRUCTED BASED ON COURSE CONTENT REGARDING STUDENT CHARACTERISTICS AND CAPABILITIES, AND ADMINISTERED THREE DIFFERENT TIMES TO GROUPS OF NONPROFESSIONAL VOLUNTEER TEACHERS AS THEY PARTICIPATE IN A SHORT, TEACHING-FUNDAMENTALS COURSE AND, LATER, IN ACTUAL BASIC TEACHING. THE RELEVANCE OF THE SPECIFIC TRAINING OBJECTIVE AND ITS CORRESPONDING COURSE MATERIALS WILL THEN BE COMPARED TO THE SUBSEQUENT IN-CLASS EXPERIENCES OF THE TEACHERS. (GD)

## EP 010 861

24

DEVELOPMENT OF A PLAN FOR A PILOT PROGRAM TO MEET THE VOCATIONAL EDUCATION NEEDS OF CITIZENS OF A LOW-INCOME COMMUNITY OF APPALACHIA.

INVESTIGATOR- BUTLER, R.C.

WEST VIRGINIA UNIV., MORGANTOWN

BUREAU NUMBER BR-7-C-027

GRANT CEG-1-7-070027-3720

PROP DATE 07 MAR 67

DESCRIPTORS- #EDUCATIONAL NEEDS, #EMPLOYMENT OPPORTUNITIES, #JOB MARKET, #LOW INCOME COUNTIES, #VOCATIONAL EDUCATION, APPALACHIA, COMMUNITY PLANNING, DEPRESSED AREAS (GEOGRAPHIC), EDUCATIONAL PLANNING, JOB SKILLS, MORGANTOWN, OCCUPATIONAL INFORMATION, PILOT PROJECTS, POVERTY PROGRAMS, SURVEYS, UNEMPLOYMENT, UNSKILLED LABOR, VOCATIONAL DEVELOPMENT,

START DATE 05-15-67

END DATE 10-31-68

A COMPREHENSIVE PROGRAM WILL BE PLANNED TO MEET THE VOCATIONAL EDUCATION NEEDS OF UNEMPLOYED OR UNDEREMPLOYED PERSONS IN A TYPICAL LOW-INCOME AREA OF APPALACHIA (TAYLOR COUNTY, WEST VIRGINIA). THE STUDY POPULATION WILL BE THOSE LOW-INCOME FAMILIES OF TAYLOR COUNTY IN WHICH THE HEAD OF THE HOUSEHOLD IS PHYSICALLY ABLE TO HOLD A JOB BUT DOES NOT POSSESS THE COMPETENCIES OR SKILLS NEEDED FOR JOBS WHICH PAY AN ADEQUATE WAGE (\$3,000 PER YEAR). THIS POPULATION WILL BE IDENTIFIED BY A SURVEY. FROM THE TOTAL POPULATION, A SAMPLE OF 50 HEADS OF HOUSEHOLDS WILL BE RANDOMLY SELECTED TO BE TESTED FOR JOB INTERESTS AND ABILITIES. THEIR ATTITUDES, INCOME, AND LEVEL OF LIVING WILL HAVE BEEN OBTAINED BY THE SURVEY. THE JOB OPPORTUNITIES OF THE AREA WILL BE IDENTIFIED BY CONSULTATION WITH THE WEST VIRGINIA DEPARTMENT OF EMPLOYMENT SECURITY, LABOR ORGANIZATIONS, AND MANUFACTURING AND BUSINESS PERSONNEL. ALL OF THE DATA COLLECTED WILL BE ORGANIZED, ANALYZED, AND THEN USED TO DEVELOP A COMPREHENSIVE PLAN FOR VOCATIONAL EDUCATION IN THE AREA. THE DETAILS OF THE PLAN SHOULD BE GENERALIZABLE TO OTHER LOW-INCOME COMMUNITIES IN APPALACHIA. (JH)

## EP 010 862

24

A SURVEY OF ORGANIZATIONAL PATTERNS OF REORGANIZED MIDDLE SCHOOLS.

INVESTIGATOR- ALEXANDER, WILLIAM M.

FLORIDA UNIV., GAINESVILLE, COLL. OF EDUCATION

BUREAU NUMBER BR-7-D-026

GRANT CEG-3-7-070026-5237

PROP DATE 17 FEB 67

DESCRIPTORS- #EDUCATIONAL TRENDS, #INTERMEDIATE GRADES, #MIDDLE SCHOOLS, #ORGANIZATIONAL CHANGE, #SCHOOL ORGANIZATION, DATA COLLECTION, GAINESVILLE, INFORMATION DISSEMINATION, NATIONAL SURVEYS,

START DATE 06-30-67

END DATE 04-30-68

A SURVEY WILL BE MADE OF THE REORGANIZED MIDDLE SCHOOLS IN THE UNITED STATES, WITH EMPHASIS ON THEIR LOCATION, NUMBER, AND GENERAL ORGANIZATION. THE MIDDLE SCHOOL PLAN FOR SERVING CHILDREN FROM AGES 10 THROUGH 14 IS A RAPIDLY EVOLVING ALTERNATIVE TO THE CONVENTIONAL JUNIOR HIGH SCHOOL. INFORMATION WILL BE SECURED FROM THE DEPARTMENT OF EDUCATION OF EACH STATE AND FROM THE DISTRICT OF COLUMBIA AS TO THE NAMES AND ADDRESSES OF PUBLIC AND PRIVATE REORGANIZED MIDDLE SCHOOLS. A SAMPLE OF THESE SCHOOLS WILL BE ASKED TO RESPOND TO A SURVEY INSTRUMENT DESIGNED TO SECURE DESCRIPTIVE DATA REGARDING THE NATURE OF THE SCHOOL ORGANIZATION AND ITS PROGRAM. A SCHOOL REPRESENTING EACH UNIQUE ORGANIZATIONAL PATTERN WILL BE VISITED TO OBTAIN ADDITIONAL DESCRIPTIVE DATA. THE DATA PRODUCED BY THIS SURVEY WILL BE FOUNDATIONAL TO PERIODIC ASSESSMENT OF TRENDS AND TO THE DEVELOPMENT OF RESEARCH STUDIES AND DISSEMINATION ACTIVITIES RELATIVE TO REORGANIZED MIDDLE SCHOOLS. (JH)

## EP 010 863

24

RELATIONSHIP OF REAL PROPERTY ASSESSMENT PRACTICES TO QUALITY EDUCATION.

INVESTIGATOR- LOVELL, FRANK I.

MISSISSIPPI STATE COLL. FOR WOMEN, COLUMBUS

BUREAU NUMBER BR-7-D-031

GRANT CEG-1-7-070031-5236

PROP DATE

67

DESCRIPTORS- #EDUCATIONAL FINANCE, #EDUCATIONAL QUALITY, #FACTOR ANALYSIS, #SCHOOL DISTRICT SPENDING, #SCHOOL TAXES, COLUMBUS, FINANCIAL NEEDS, FINANCIAL POLICY, FINANCIAL SUPPORT, FISCAL CAPACITY, TAX ALLOCATION, TAX EFFORT,

START DATE 06-30-67

END DATE 12-31-68

THE POSSIBLE RELATIONSHIPS OF REAL PROPERTY ASSESSMENT PRACTICES IN MISSISSIPPI SCHOOL DISTRICTS TO QUALITY EDUCATION AS MEASURED BY SELECTED EDUCATIONAL FACTORS WILL BE ASSESSED. THE NINE EDUCATIONAL FACTORS CLOSELY ASSOCIATED WITH QUALITY EDUCATION AND SELECTED FOR USE IN THIS STUDY ARE EXPENDITURES PER PUPIL, TEACHERS' SALARIES, TEACHERS' PROFESSIONAL TRAINING, TEACHERS' PROFESSIONAL EXPERIENCE, LIBRARY EXPENDITURES PER PUPIL, TEACHER-PUPIL RATIO, CURRICULAR OFFERINGS, PERCENTAGE COMPLETING HIGH SCHOOL, AND SPECIAL SERVICES. THE EXTENT TO WHICH EACH SCHOOL DISTRICT PROVIDES EACH OF THESE FACTORS WILL BE DETERMINED BY A SURVEY OF THE RECORDS OF THE STATE DEPARTMENT OF EDUCATION, THE ANNUAL REPORTS OF THE SCHOOL DISTRICTS, AND THE SCHOOL ACCREDITATION REPORTS. WHEN THE DATA ARE COLLECTED, THEY WILL BE COMPARED WITH THE REAL PROPERTY ASSESSMENT LEVEL OF EACH SCHOOL DISTRICT TO DETERMINE POSSIBLE RELATIONSHIPS. (GD)

## EP 010 864

24

A PILOT STUDY TO DETERMINE THE EDUCATIONAL EFFECTS OF COORDINATING CLASSROOM AND RESIDENCE HALL ASSIGNMENTS FOR COLLEGE FRESHMEN.

INVESTIGATOR- MOORE, WILLIAM E.

FLORIDA UNIV., GAINESVILLE

BUREAU NUMBER BR-7-D-042

GRANT CEG-1-7-070042-5238

PROP DATE 27 MAR 67

DESCRIPTORS- #COUNSELOR ROLE, #HOUSING, #LEARNING PROCESSES, #RESIDENTIAL PROGRAMS, #SOCIAL ENVIRONMENT, COLLEGE STUDENTS, EXPERIMENTAL PROGRAMS, FRESHMEN, GAINESVILLE,

START DATE 06-30-67

END DATE 10-30-68

A STUDY WILL BE BUILT ON THE FOLLOWING INTERRELATED THEORETICAL POSITIONS--(1) THE SOCIAL ENVIRONMENT WITHIN COLLEGE RESIDENTIAL COMMUNITIES CAN HAVE A PROFOUND INFLUENCE UPON THE LEARNING PROCESS, AND (2) MORE FREQUENT AND MORE EDUCATIONALLY MEANINGFUL FACULTY-STUDENT AND STUDENT-STUDENT CONTACTS WILL ENHANCE ACADEMIC PERFORMANCE, AS WELL AS STUDENT SATISFACTION WITH THE COLLEGE EXPERIENCE. THE RESEARCH STAFF WILL TEST THE EDUCATIVE VALUE OF AN EXPERIMENTAL PROJECT, INTEGRATING A HOUSING ASSIGNMENT PROGRAM WITH A FORMAL ACADEMIC PROGRAM. AN EXPERIMENTAL GROUP OF APPROXIMATELY 80 FRESHMAN STUDENTS WILL BE CLASSMATES TOGETHER IN TWO COURSES, AS WELL AS NEIGHBORS IN SMALL HOMOGENEOUSLY ASSIGNED RESIDENTIAL COMMUNITIES. THE EXPERIMENTAL POPULATION WILL ALSO EXPERIENCE AN INNOVATIVE FACULTY ROLE WHICH COMBINES THE ROLES OF COURSE INSTRUCTOR, ACADEMIC ADVISER, AND, FOR A GROUP OF 40, RESIDENCE COUNSELOR. THE GROUPS WILL BE COMPARED TO ONE ANOTHER AND TO A CONTROL GROUP OF APPROXIMATELY 80 STUDENTS ON THE FOLLOWING DEPENDENT VARIABLES--(1) ACADEMIC PERFORMANCE, (2) ATTRITION RATE, (3) SATISFACTION WITH THE RESIDENTIAL COMMUNITY, AND (4) SATISFACTION WITH THE FORMAL ACADEMIC PROGRAM. THE DATA WILL ALSO BE ANALYZED TO DETERMINE ANY DIFFERENTIAL EFFECTS BETWEEN MALE AND FEMALE STUDENTS RESULTING FROM THE EXPERIMENTAL PROGRAM. (TC)

## EP 010 865

24

A CONSORTIUM FOR INSTITUTIONAL RESEARCH.  
INVESTIGATOR- JONES, LEWIS W.  
FISK UNIV., NASHVILLE, TENN.  
BUREAU NUMBER ER-7-E-054-X  
CONTRACT CEC-1-7-070054-4236

PROP DATE 29 MAR 67

DESCRIPTORS- \*CIVIL RIGHTS, \*COLLEGE COOPERATION, \*COLLEGES, \*CULTURAL DIFFERENCES, \*INTEGRATION EFFECTS, \*NEGROES, \*COOPERATIVE PROGRAMS, \*CULTURALLY DISADVANTAGED, \*EDUCATIONAL CHANGE, \*EDUCATIONAL IMPROVEMENT, \*NASHVILLE, \*PROGRAM COORDINATION, \*RESEARCH, \*STUDENT RESEARCH,

START DATE 06-10-67

END DATE 06-10-70

THIS IS THE INITIAL STUDY PROJECT IN A PROJECTED LONG-TERM PROGRAM FOR INSTITUTIONAL AND INTERINSTITUTIONAL RESEARCH AMONG CLARK COLLEGE, DILLARD UNIVERSITY, FISK UNIVERSITY, HOUSTON-TILLOTSON COLLEGE, LEMOYNE COLLEGE, TALLADEGA COLLEGE, AND TOWALOO COLLEGE. THE PURPOSE OF THE STUDY IS TO PROVIDE NECESSARY INFORMATION THAT WILL ENABLE THE SEVEN PRIVATE AND PREDOMINANTLY NEGRO COLLEGES TO EFFECTIVELY MEET THE CHALLENGES THAT ARE PRESENTED BY THE REVOLUTION IN CIVIL RIGHTS AND RECENT DEVELOPMENTS IN EDUCATION. THE PREMISE OF THE STUDY IS THAT THE GREATEST IMPETUS, AND THE MOST REALISTIC PROPOSALS FOR EFFECTIVE CHANGE IN THE INSTITUTIONS MAKING UP THE CONSORTIUM, WILL COME THROUGH A SCIENTIFIC SELF-STUDY BY EACH INSTITUTION, WITH THOSE WHO WOULD HAVE THE RESPONSIBILITY FOR EFFECTING CHANGE PARTICIPATING IN THE STUDY AND HELPING TO FORMULATE THE CONCLUDING RECOMMENDATIONS. SPECIFICALLY, THE CONSORTIUM WILL MAKE THE FOLLOWING CONTRIBUTIONS TO THE PARTICIPATING INSTITUTIONS--(1) IT WILL PROVIDE DATA AIMED AT PRODUCING AN ATTITUDE FAVORABLE TO CHANGE AMONG THE ADMINISTRATORS AND STAFFS AND, AT THE SAME TIME, POINT THE DIRECTIONS FOR

PRODUCTIVE CHANGE, (2) IT WILL ENGAGE BOTH FACULTY AND STUDENTS IN RESEARCH WHICH WILL SERVE TO CREATE A MORE STIMULATING AND CHALLENGING ACADEMIC CLIMATE ON CAMPUS, AND (3) IT WILL REVEAL MEANS AND ENCOURAGE THE DEVELOPMENT OF CLOSER COOPERATION AND MORE PRODUCTIVE USE OF THE COMBINED RESOURCES OF THE SEVEN INSTITUTIONS. (TC)

## EP 010 866

24

A STUDY OF HIGH SCHOOL STUDENTS' SOURCES OF AUTHORITY INFORMATION AND THEIR RESISTANCE TO THESE SOURCES.

INVESTIGATOR- DAWSON, PAUL A.  
MICHIGAN ST. UNIV., EAST LANSING  
BUREAU NUMBER ER-7-E-009  
GRANT CEC-3-7-070009-1644

PROP DATE 01 AUG 66

DESCRIPTORS- \*BEHAVIOR RATING SCALES, \*DOGMATISM, \*HIGH SCHOOL STUDENTS, \*IMITATION, \*LEADERSHIP, \*BEHAVIOR PATTERNS, \*BEHAVIOR THEORIES, \*COMPARATIVE ANALYSIS, \*EAST LANSING, \*INFORMATION UTILIZATION, \*SOCIAL INFLUENCES,

START DATE 01-01-67

END DATE 12-31-67

DOGMATISM IN THE THINKING OF HIGH SCHOOL STUDENTS WILL BE INVESTIGATED TO DETERMINE THE EXTENT TO WHICH LEARNING IS IMPAIRED BY A TENDENCY TO RELY ON INFORMATION WHICH IS DERIVED FROM AN AUTHORITY AND TO REJECT THE VALIDITY OF NEW INFORMATION WHICH IS ACQUIRED THROUGH PERSONAL EXPERIENCE AND IS NOT DERIVED FROM A POSITIVE AUTHORITY SOURCE. THE STRUCTURE OF BELIEFS ABOUT AUTHORITIES WHICH IS CHARACTERISTIC OF HIGH AND LOW LEVELS OF DOGMATISM WILL BE DETERMINED BY A STUDY OF THE RELATIONSHIP OF DOGMATISM TO (1) THE NUMBER AND DIVERSITY OF AN INDIVIDUAL'S AUTHORITY SOURCES, AND (2) DIFFERENTIAL MODES OF RELIANCE UPON AUTHORITY IN TWO EXPERIMENTAL CONDITIONS. THE FIRST EXPERIMENTAL DESIGN WILL SIMULATE A TWO-PERSON INTERACTION BY USING A "PRISONER'S DILEMMA" GAME SITUATION IN WHICH THE SUBJECTS ADOPT AUTHORITY-ADVOCATED STRATEGIES. THE SITUATION WILL BE STRUCTURED TO CAUSE THE GAME EXPERIENCE TO INVALIDATE THE ADVOCATED STRATEGY. THE SECOND EXPERIMENT IS DESIGNED TO DETERMINE THE SUBJECTS' ATTITUDES TOWARD A POLITICAL AUTHORITY AND AUTHORITY-ADVOCATED POLITICAL PROGRAMS. THE EFFECTS ON THE SUBJECTS WILL THEN BE STUDIED WHEN THEY ARE PRESENTED NEW INFORMATION, NOT DERIVED FROM THE AUTHORITY, WHICH CONTRADICTS THE AUTHORITY ATTITUDES. (AL)

## EP 010 867

24

A PLAN FOR DEVELOPING PERFORMANCE MATERIALS IN THE CONTEMPORARY IDIOM FOR THE EARLY STAGES OF STRING INSTRUCTION.

INVESTIGATOR- FARISH, MARGARET K.  
ILLINOIS UNIV., URBANA  
BUREAU NUMBER ER-7-E-015  
GRANT CEC-3-7-070015-1624

PROP DATE 66

DESCRIPTORS- \*CHILDREN, \*GUIDES, \*MUSIC, \*MUSIC EDUCATION, \*MUSIC TECHNIQUES, \*URBANA,

START DATE 12-01-66

END DATE 11-30-67

THE OBJECTIVES OF THIS PROJECT ARE TO PROVIDE A PLAN FOR ADDING CONTEMPORARY MUSIC TO THE REPERTORY OF YOUNG STRING STUDENTS AND TO TEST A GROUP OF SAMPLE PIECES IN TEACHING



SITUATIONS. A WRITTEN GUIDE FOR COMPOSERS WILL BE PREPARED, EXPLAINING IN DETAIL THE TECHNICAL SKILLS OF VIOLIN STUDENTS IN THE EARLY STAGES OF INSTRUCTION. THIS GUIDE WILL BE USED BY COMPOSERS COMMISSIONED TO WRITE VIOLIN PIECES FOR CHILDREN. PROBLEMS OF TEACHING MUSIC IN THE CONTEMPORARY IDIOM WILL BE INVESTIGATED AND SOLUTIONS SUGGESTED. COMMISSIONED PIECES AND NEW TEACHING PROCEDURES WILL BE TESTED BY TEACHERS AT THE UNIVERSITY OF ILLINOIS AND OTHER COOPERATING SCHOOLS. (TC)

## EP 010 868

24

A LONGITUDINAL ANALYSIS OF HIGH SCHOOL STUDENT BEHAVIOR AND SOCIAL CHARACTERISTICS FIVE YEARS LATER.

INVESTIGATOR- SYNDER, ELTON E.  
BOWLING GREEN STATE UNIV., OHIO

BUREAU NUMBER BR-7-E-051

PRCP DATE 08 NOV 66

CONTRACT OEC-3-7-070051-3055

DESCRIPTORS- \*HIGH SCHOOL GRADUATES, \*LONGITUDINAL STUDIES, \*SOCIAL CHARACTERISTICS, \*STUDENT BEHAVIOR, \*VALUES, ACHIEVEMENT, BEHAVIOR DEVELOPMENT, BOWLING GREEN, ORGANIZATION (GROUPS), SOCIAL STATUS,

START DATE 04-01-67

END DATE 11-01-67

AN ANALYSIS WILL BE MADE OF THE RELATIONSHIPS BETWEEN SELECTED ASPECTS OF STUDENT BEHAVIOR AND EDUCATIONAL VALUES WHILE IN HIGH SCHOOL WITH SELECTED BEHAVIOR AND VALUES 5 YEARS AFTER HIGH SCHOOL GRADUATION. THE OBJECTIVES ARE (1) THE COMPARISON OF HIGH SCHOOL STUDENTS' EDUCATIONAL VALUES WITH THE EDUCATIONAL VALUES OF THE SAME INDIVIDUALS 5 YEARS AFTER GRADUATION, (2) THE COMPARISON OF HIGH SCHOOL STUDENTS' SOCIAL PARTICIPATION IN VOLUNTARY SCHOOL ACTIVITIES AND THEIR LATER PARTICIPATION IN VOLUNTARY COMMUNITY ASSOCIATIONS, (3) THE RELATIONSHIP BETWEEN HIGH SCHOOL STUDENTS' EDUCATIONAL VALUES, SOCIAL PARTICIPATION IN VOLUNTARY SCHOOL ACTIVITIES, AND LATER EDUCATIONAL ACHIEVEMENTS AND OCCUPATIONAL STATUS, (4) THE ANALYSIS OF SELECTED CENSUS DATA AND HIGH SCHOOL FRIENDSHIP RELATIONSHIPS WITH FRIENDSHIP RELATIONSHIPS 5 YEARS AFTER GRADUATION FROM HIGH SCHOOL, AND (5) THE CROSS COMPARISON OF THE ABOVE VARIABLES WITH A GENERAL SCALE OF ACHIEVEMENT VALUES. DATA ON A HIGH SCHOOL GRADUATING CLASS WERE COLLECTED SEVERAL YEARS AGO IN THE ONLY HIGH SCHOOL IN A MIDWESTERN COMMUNITY OF 40,000. THE CURRENT RESEARCH WILL PROVIDE A FOLLOWUP SURVEY OF THIS GRADUATING CLASS WHEN ITS MEMBERS ARE AT THE YOUNG ADULT STAGE OF THEIR LIFE CYCLE. (TC)

## EP 010 869

24

REDUNDANCY IN SIMULTANEOUSLY PRESENTED AUDIOVISUAL MESSAGE ELEMENTS AS A DETERMINANT OF RECALL.

INVESTIGATOR- BALDWIN, THOMAS F.  
MICHIGAN ST. UNIV., EAST LANSING

BUREAU NUMBER BR-7-E-121

PRCP DATE

67

GRANT OEC-1-7-070121-3776

DESCRIPTORS- \*AURAL STIMULI, \*INSTRUCTIONAL TECHNOLOGY, \*REDUNDANCY, \*STIMULUS BEHAVIOR, \*VISUAL STIMULI, EAST LANSING, HIGH SCHOOL STUDENTS, PSYCHOLOGICAL TESTING, RECALL,

START DATE 06-01-67

END DATE 05-31-68

THE ROLE OF REDUNDANCY IN RECEIVING SIMULTANEOUS AUDIOVISUAL MESSAGES WILL BE INVESTIGATED. THE PLANNED PROCEDURE WILL INVOLVE THE USE OF FOUR SEPARATE GROUPS OF SUBJECTS WHO ARE EXPOSED TO VARIOUS COMBINATIONS OF MATCHING VISUAL AND AUDIO ELEMENTS. THE SUBJECTS TO BE USED ARE SOPHOMORES AND JUNIORS FROM HIGH SCHOOLS IN MICHIGAN. A FACTOR ANALYSIS OF THE RESPONSES WILL BE MADE TO DETERMINE DEVIANTS FROM THE GENERAL PATTERNS OF RESPONSES. THIS ANALYSIS IS TO SERVE THE SAME PURPOSE AS AN ITEM ANALYSIS. THE RESULTANT SCORES WILL ALSO BE SUBJECTED TO ANALYSIS. (TC)

## EP 010 870

24

THE DEVELOPMENT AND TESTING OF INSTRUCTIONAL STRATEGIES IN PERCEPTUAL TRAINING TO INCREASE AN INDIVIDUAL'S ABILITY TO HANDLE VISUAL INFORMATION IN ART.

INVESTIGATOR- MOWHINNIE, HAROLD J.

OHIO STATE UNIV., COLUMBUS

BUREAU NUMBER BR-7-E-123

PRCP DATE 14 JUN 66

GRANT OEC-1-7-070123-3729

DESCRIPTORS- \*ART APPRECIATION, \*ART EDUCATION, \*EDUCATIONAL STRATEGIES, \*PERCEPTUAL DEVELOPMENT, \*VISUAL PERCEPTION, ART EXPRESSION, BEHAVIOR DEVELOPMENT, COLUMBUS, CREATIVITY, EMBEDDED FIGURES TEST, INSTRUCTIONAL DESIGN, INTERMEDIATE GRADES, MINNESOTA TESTS OF CREATIVE THINKING, WELSH FIGURE PREFERENCE TEST,

START DATE 10-01-67

END DATE 09-30-68

INSTRUCTIONAL STRATEGIES DESIGNED TO INCREASE THE INDIVIDUAL'S PREFERENCE FOR COMPLEXITY AND ASYMMETRY IN ART (BASED ON MATERIAL DEVELOPED FROM RESEARCH IN PERCEPTION) WILL BE TESTED ON 270 CHILDREN AT FOURTH-, FIFTH-, AND SIXTH-GRADE LEVELS. THE SUBJECTS WILL BE ASSIGNED TO ONE OF THREE EXPERIMENTAL CONDITIONS--(1) A PERCEPTUAL TRAINING PROGRAM DESIGNED TO INFLUENCE MANIPULATION OF THE VISUAL ELEMENTS OF COMPLEXITY AND ASYMMETRY, AND STUDENT ABILITY TO HANDLE VISUAL INFORMATION, (2) A REGULAR COURSE OF STUDY IN ART WITHOUT SPECIFIC PERCEPTUAL TRAINING, AND (3) A CONTROL SITUATION WITH NO ART INSTRUCTION. SUBJECTS WILL BE GIVEN PRE- AND POST-TESTS TO MEASURE BEHAVIOR CHANGE ON THE VARIABLES OF SOPHISTICATION OF BODY CONCEPT (DRAW-A-PERSON TEST), PERCEPTUAL FIELD-INDEPENDENCE (EMBEDDED FIGURES TEST), FIGURE PREFERENCE FOR COMPLEXITY AND ASYMMETRY (WELSH FIGURE PREFERENCE TEST), AND ADAPTIVE, FIGURAL FLEXIBILITY (TORRANCE'S NONVERBAL TESTS OF CREATIVE THINKING). AN ANALYSIS OF VARIANCE WILL BE USED TO TEST FOR STATISTICAL DIFFERENCES BETWEEN THE THREE EXPERIMENTAL CONDITIONS AT EACH GRADE LEVEL. THE SIGNIFICANCE OF THIS PROJECT FOR EDUCATION WILL BE THAT IDENTIFICATIONS WOULD BE MADE OF (1) SPECIFIC INSTRUCTIONAL STRATEGIES FOR PERCEPTUAL TRAINING AND ART EDUCATION AND (2) SPECIFIC BEHAVIORAL REFERENTS FOR PERCEPTUAL LEARNING IN ART. (JH)

## EP 010 871

24

A STUDY OF THE ADVANTAGES AND DISADVANTAGES OF USING SIMPLIFIED VISUAL PRESENTATIONS IN INSTRUCTIONAL MATERIALS.

INVESTIGATOR- TRAVERS, ROBERT M.W.

WESTERN MICHIGAN UNIV., KALAMAZOO

BUREAU NUMBER BR-7-E-144

PRCP DATE 14 MAR 67

GRANT OEC-1-7-070144-5235



DESCRIPTORS- \*AUDIOVISUAL AIDS, \*INSTRUCTIONAL MATERIALS, \*PROGRAM EFFECTIVENESS, \*VISUAL DISCRIMINATION, \*VISUAL LEARNING, ASSOCIATIVE LEARNING, INSTRUCTIONAL TECHNOLOGY, KALAMAZOO,

START DATE 06-29-67

END DATE 10-31-68

THE PROBLEMS CONNECTED WITH THE USE OF SIMPLIFIED ILLUSTRATIONS FOR THE INSTRUCTION OF ADULTS AND CHILDREN WILL BE EXPLORED IN AN ATTEMPT TO ESTABLISH REASONS FOR THE EFFECTIVENESS OR INEFFECTIVENESS OF THESE VISUAL MATERIALS. FIRST, THE RECOGNIZABILITY OF OBJECTS PRESENTED WITH REALISTIC DETAIL IN CONTRAST WITH OBJECTS PRESENTED IN SIMPLIFIED FORM WILL BE EXPLORED. SECOND, THE EASE WITH WHICH NAME-OBJECT ASSOCIATIONS ARE LEARNED WILL BE ASSESSED BY PRESENTING BOTH REALISTIC AND SIMPLIFIED VISUALS. THIRD, HOW CHILDREN USE INFORMATION FROM SIMPLIFIED VISUAL DISPLAYS WILL BE STUDIED, USING APPROACHES THAT HAVE BEEN SUGGESTED FROM PROCEDURES USED BY PIAGET TO STUDY CENTRATION PHENOMENA IN THE PERCEPTION OF CHILDREN. (60)

#### EP 010 872

24

TEN MID-WEST INSTITUTIONS GROUPED COOPERATIVELY TO DEVELOP A RESEARCH CAPABILITY.

INVESTIGATOR- RIESCH, RAYMOND A.

DAYTON UNIV., OHIO

BUREAU NUMBER ER-7-E-176-X

PROF DATE 31 MAR 67

GRANT CEG-1-7-070176-4298

DESCRIPTORS- \*CENTRALIZATION, \*COLLEGE COOPERATION, \*COOPERATIVE PROGRAMS, \*CURRICULUM DEVELOPMENT, \*EDUCATIONAL RESEARCH, CURRICULUM RESEARCH, DAYTON, DAYTON MIAMI VALLEY CONSORTIUM (DMVC), DEVELOPMENT, HIGHER EDUCATION, INSTRUCTIONAL IMPROVEMENT, INTERSCHOOL COMMUNICATION, PROGRAM COORDINATION,

START DATE 06-15-67

END DATE 08-31-70

MEMBERS OF A NEWLY FORMED CONSORTIUM AMONG 10 INSTITUTIONS OF HIGHER EDUCATION IN OHIO WILL ESTABLISH AN INTERINSTITUTIONAL, COOPERATIVE RESEARCH AND DEVELOPMENT PROGRAM. THROUGH THIS PROGRAM, THE INSTITUTIONS WILL SEEK, ON A JOINT BASIS, TO IMPROVE THEIR CURRICULUMS, TO DEVELOP NEW COURSES AND EDUCATIONAL PROGRAMS, TO MINIMIZE THE COST OF EDUCATION TO THE INSTITUTION AND TO THE STUDENT, TO DEVELOP NEW OR BETTER EDUCATIONAL METHODS AND MATERIALS, AND TO CENTRALIZE SELECTED EDUCATIONAL FUNCTIONS USING MODERN EDUCATIONAL TECHNOLOGY, COMPUTERS, AND COMMUNICATION MEDIA. BOTH INTERINSTITUTIONAL AND INTRASTITUTIONAL RESEARCH AND DEVELOPMENT WILL BE PLANNED, FACILITATED, AND COORDINATED, INCLUDING, BUT NOT LIMITED TO, (1) SEMINARS ON THE ROLE OF THE COMPUTER IN IMPROVING EDUCATIONAL EFFECTIVENESS, (2) INVENTORIES OF FACULTY RESOURCES FOR CONSORTIUM COOPERATIVE EFFORTS, (3) COMPARISONS OF STUDENT CHARACTERISTICS VERSUS EDUCATIONAL PERFORMANCE TO ASSIST THE DISADVANTAGED STUDENT, AND (4) MAINTENANCE OF MODERN LIBRARIES BY MAXIMIZING INFORMATION RETRIEVAL, NEW COMMUNICATION MEDIA, AND INTERINSTITUTIONAL COOPERATION. (JH)

#### EP 010 873

24

ACADEMIC DECISION-MAKING--A COOPERATIVE STUDY BY KNOX, LAKE FOREST, AND MONMOUTH COLLEGES.

INVESTIGATOR- MELVILLE, GEORGE L.  
KNOX COLL., GALESBURG, ILL.  
BUREAU NUMBER ER-7-E-178-X  
GRANT CEG-1-7-070178-4299

PROF DATE 29 MAR 67

DESCRIPTORS- \*COLLEGE COOPERATION, \*CONSULTATION PROGRAMS, \*COOPERATIVE PROGRAMS, \*EDUCATIONAL RESEARCH, \*RESEARCH SPECIALISTS (EDUCATION), GALESBURG, LAKE FOREST, MONMOUTH, PROGRAM COORDINATION, RESEARCH OPPORTUNITIES, SUMMER WORKSHOPS,

START DATE 06-15-67

END DATE 06-15-70

INTERINSTITUTIONAL DEVELOPMENT OF RESEARCH WILL BE PURSUED THROUGH A CONSORTIUM OF THREE COLLEGES, AND A CONTINUING EFFORT AT INTERNAL RESEARCH DEVELOPMENT WILL BE MADE BY KNOX COLLEGE, THE HOST INSTITUTION.

INTERINSTITUTIONAL DEVELOPMENT WILL BE ACCOMPLISHED THROUGH (1) A SUMMER SEMINAR IN WHICH THE KNOX COLLEGE EXPERIENCE WOULD BE DESCRIBED AND ANALYZED AND (2) THE USE OF THE KNOX STAFF AS CONSULTANTS IN RESEARCH PROJECTS UNDERTAKEN BY THE NEWLY ESTABLISHED OFFICES OF INSTITUTIONAL RESEARCH AT LAKE FOREST AND MONMOUTH COLLEGES. SOME PROJECTS WHICH WILL REQUIRE INTERINSTITUTIONAL COORDINATION ARE LISTED. (GC)

#### EP 010 874

24

AN INVESTIGATION OF SCHOLASTIC APTITUDE, SOCIAL CLASS BACKGROUND, AND VOCATIONAL INTERESTS OF POST-HIGH SCHOOL TECHNICIAN EDUCATION STUDENTS.

INVESTIGATOR- PHILLIPS, DONALD S.

OKLAHOMA STATE UNIV., STILLWATER, RES. FOUNDATION

BUREAU NUMBER ER-7-G-017

PROF DATE 15 MAR 67

GRANT CEG-1-7-070017-5144

DESCRIPTORS- \*ACADEMIC APTITUDE, \*POST HIGH SCHOOL GUIDANCE, \*SOCIAL BACKGROUND, \*VOCATIONAL EDUCATION, \*VOCATIONAL INTERESTS, DATA ANALYSIS, DATA COLLECTION, EDUCATIONAL PLANNING, GUIDANCE COUNSELING, STILLWATER,

START DATE 06-29-67

END DATE 01-31-68

INFORMATION CONCERNING STUDENTS ENROLLED IN POST-HIGH SCHOOL, TECHNICIAN-EDUCATION PROGRAMS WILL BE COLLECTED FROM DIFFERENT INSTITUTIONAL SETTINGS. DATA CONCERNING APTITUDE, SOCIAL-CLASS BACKGROUND, AND VOCATIONAL INTERESTS WILL BE COLLECTED, ANALYZED, AND MADE AVAILABLE FOR USE IN STUDENT GUIDANCE AND EDUCATIONAL PLANNING. THREE RANDOM SAMPLES OF 50 ENTERING, TECHNICIAN-EDUCATION STUDENTS FROM A TECHNICAL INSTITUTE, A JUNIOR COLLEGE, AND A VOCATIONAL-TECHNICAL SCHOOL WILL BE SELECTED FOR THE STUDY. ADMINISTRATION OF THE DATA COLLECTION INSTRUMENTS WILL BE COMPLETED WITHIN 2 WEEKS AFTER THE STUDENT ENTERS HIS TRAINING PROGRAM. ANALYSIS OF VARIANCE WILL BE USED TO DETERMINE DIFFERENCES AMONG MEANS. THE FINDINGS SHOULD PROVIDE VALUABLE INFORMATION TO GUIDANCE COUNSELORS AND PROSPECTIVE STUDENTS. (GD)

#### EP 010 875

24

SELF-CONCEPT AND ACADEMIC, VOCATIONAL, BIOGRAPHICAL, AND PERSONALITY VARIABLES OF MALE FRESHMEN.

INVESTIGATOR- BADGETT, JOHN L.

TEXAS A AND M UNIV., COLLEGE STATION

BUREAU NUMBER ER-7-G-021

PROF DATE 27 MAR 67

GRANT CEG-1-7-070021-4211

DESCRIPTORS- \*COLLEGE STUDENTS, \*COUNSELING EFFECTIVENESS, \*INDIVIDUAL CHARACTERISTICS, \*PERSONALITY ASSESSMENT, \*SELF CONCEPT, COLLEGE STATION, EDUCATIONAL COUNSELING, FRESHMEN, SELF EVALUATION, STATISTICAL ANALYSIS, VOCATIONAL COUNSELING,

START DATE 06-01-67

END DATE 05-01-68

TO IMPROVE THE EFFECTIVENESS OF EDUCATIONAL-VOCATIONAL COUNSELING, THE RELATIONSHIP BETWEEN THE SELF-CONCEPTS OF COLLEGE FRESHMEN AND CERTAIN ACADEMIC, VOCATIONAL, BIOGRAPHICAL, AND PERSONALITY VARIABLES WILL BE ASSESSED. SIX DIFFERENT HYPOTHESES DEALING WITH THE MAJOR PURPOSE WILL BE TESTED, AND AN EQUAL NUMBER OF MEASURING INSTRUMENTS WILL BE ADMINISTERED TO APPROXIMATELY 1,500 MALE STUDENTS. VARIOUS STATISTICAL TECHNIQUES WILL BE USED FOR TESTING EACH OF THE SIX HYPOTHESES. THE RESULTS OF THE STUDY WILL BE DISTRIBUTED TO THE COUNSELING AND TESTING CENTER OF TEXAS A AND M UNIVERSITY FOR APPLICATION TO A MORE SYSTEMATIC AND EFFECTIVE MEANS OF EDUCATIONAL-VOCATIONAL COUNSELING. (60)

## EP 010 876

24

THE USE OF PROBABILITY THEORY AS A BASIS FOR PLANNING AND CONTROLLING OVERHEAD COSTS IN EDUCATION AND INDUSTRY.

INVESTIGATOR- VINSON, R.B.

ANGLO STATE COLL., SAN ANGELO, TEX.

BUREAU NUMBER ER-7-6-032

PROP DATE 09 MAY 67

GRANT CEG-1-7-070032-5104

DESCRIPTORS- \*EDUCATIONAL FINANCE, \*ESTIMATED COSTS, \*MATHEMATICAL MODELS, \*PROBABILITY THEORY, \*STATISTICAL ANALYSIS, BUDGETING, FINANCIAL PROBLEMS, INDUSTRY, SAN ANGELO, SIMULATION,

START DATE 06-29-67

END DATE 05-14-68

A NEW TECHNIQUE OF COST ACCOUNTING WILL BE STUDIED BY INVESTIGATING THE FOLLOWING HYPOTHESIS--"THE EFFECTIVENESS OF STANDARD COSTING IN PLANNING AND CONTROLLING OVERHEAD COSTS CAN BE INCREASED THROUGH THE USE OF PROBABILITY THEORY AND ASSOCIATED STATISTICAL TECHNIQUES." A SIMULATION TECHNIQUE WILL BE EMPLOYED AS THE RESEARCH METHOD IN THE STUDY. THIS METHOD WILL INVOLVE THE DEVELOPMENT OF AN ACCOUNTING MODEL WHICH WILL BE VALIDATED BY FOUR CASES OF DATA. THESE CASES WILL INCLUDE DATA FROM THREE AREAS OF EDUCATION AND ONE AREA OF INDUSTRY. THE DEVELOPMENT OF THE MODEL WILL INCLUDE (1) AN EXPLANATION OF PROBABILITY THEORY AND AN INVESTIGATION OF THE DIFFERENT PROBABILITY DISTRIBUTIONS WITH EMPHASIS ON SELECTING THE MOST APPROPRIATE DISTRIBUTION FOR USE IN THIS STUDY, (2) AN EXPLANATION OF EACH STATISTICAL TECHNIQUE TO BE EMPLOYED AND ITS SUCCESS IN THE RELATED AREAS WHERE IT HAS BEEN APPLIED, AND (3) A DISCUSSION OF PROBABLE EFFECTS ON EFFICIENCY THROUGH THE USE OF EACH TECHNIQUE. THE INDIVIDUAL TECHNIQUES WHICH SHOW PROMISE TO INCREASE EFFICIENCY WILL BE INCORPORATED INTO THE MODEL. IF THE HYPOTHESIS OF THE STUDY IS FOUND VALID, THE FINDINGS SHOULD RESULT IN THE ALTERATION OF CONVENTIONAL COST ACCOUNTING METHODS, THUS CORRECTING SUCH DEFICIENCIES AS INADEQUATE AND UNTIMELY INFORMATION AND AFTER-THE-FACT CONTROL. (JH)

## EP 010 877

24

THE EFFECTS OF ON-THE-JOB COUNSELING ON EMPLOYERS' RATING AND JOB SATISFACTION OF PERSONS TRAINED IN SELECTED OKLAHOMA MDTA CLASSES DURING 1967-1968.

INVESTIGATOR- STEVENSON, WILLIAM

OKLAHOMA STATE UNIV., STILLWATER, AGRIC.-APPL.SCI.

BUREAU NUMBER ER-7-6-051

PROP DATE

67

GRANT CEG-1-7-070051-5070

DESCRIPTORS- \*COUNSELING EFFECTIVENESS, \*COUNSELING SERVICES, \*ON THE JOB TRAINING, \*VOCATIONAL COUNSELING, \*VOCATIONAL RETRAINING, MANPOWER DEVELOPMENT AND TRAINING ACT, OCCUPATIONAL GUIDANCE, PERFORMANCE, STILLWATER, WORK ATTITUDES,

START DATE 06-28-67

END DATE 08-14-68

A STUDY WILL BE MADE OF THE EFFECT OF ON-THE-JOB COUNSELING ON JOB SATISFACTION, EMPLOYEE PERFORMANCE, TENURE, WAGES, AND WORK ADJUSTMENT OF SELECTED EMPLOYEES WHO WERE TRAINED IN PROGRAMS SET UP UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT (MDTA) OF 1963. THE INVESTIGATOR AND ONE OTHER COUNSELOR WILL WORK WITH A SAMPLE OF 1968 GRADUATES FROM TWO DIFFERENT MDTA TRAINING PROGRAMS, FARM MAINTENANCE MECHANICS AND COMBINATION WELDING. A CONTROL SAMPLE OF 1968 GRADUATES FROM THESE PROGRAMS WILL NOT RECEIVE ANY ON-THE-JOB COUNSELING. THE SAMPLES WILL CONSIST OF APPROXIMATELY 60 SUBJECTS EACH. INSTRUMENTS WILL BE DEVELOPED AND ADMINISTERED TO THE SAMPLES, AND COMPARISONS WILL BE MADE AMONG THE STUDY VARIABLES. (JH)

## EP 010 878

24

PERSONAL AND SITUATIONAL VARIABLES WHICH INHIBIT OR STIMULATE THE ADOPTION OF AGRICULTURAL OCCUPATIONS CURRICULA AS AN INNOVATION IN VOCATIONAL AGRICULTURE BY INSTITUTE PARTICIPANTS.

INVESTIGATOR- HALL, WILLIAM L.

OKLAHOMA STATE UNIV., STILLWATER, AGRIC.-APPL.SCI.

BUREAU NUMBER ER-7-6-052

PROP DATE 30 MAR 67

GRANT CEG-1-7-070052-4567

DESCRIPTORS- \*AGRICULTURAL EDUCATION, \*CURRICULUM DEVELOPMENT, \*INNOVATION, \*TEACHER EDUCATION, \*VOCATIONAL AGRICULTURE, CHECK LISTS, INSTITUTES (TRAINING PROGRAMS), INTERVIEWS, OFF FARM AGRICULTURAL OCCUPATIONS, ORGANIZATIONAL CLIMATE, QUESTIONNAIRES, RATING SCALES, STILLWATER, TEACHER CHARACTERISTICS,

START DATE 06-23-67

END DATE 06-14-68

AN INVESTIGATION WILL BE MADE OF (1) THE REASONS WHY ALL TEACHER PARTICIPANTS IN THE AGRICULTURAL OCCUPATIONS INSTITUTES OF OKLAHOMA STATE HAVE NOT BEEN EQUALLY SUCCESSFUL IN IMPLEMENTING AN AGRICULTURAL OCCUPATIONS PROGRAM AND (2) THE TEACHER AND SITUATIONAL VARIABLES INVOLVED IN THE DIFFERENT LEVELS OF SUCCESS. AVAILABLE EVIDENCE INDICATES THAT THESE PARTICIPATING TEACHERS HAD MASTERED THE COMPETENCIES NEEDED TO IMPLEMENT A PROGRAM. THE PROJECT STAFF WILL (1) CLASSIFY THE PROGRAMS OF INNOVATION IN VOCATIONAL AGRICULTURE, ACCORDING TO STAGES OF THE DIFFUSION PROCESS, (2) CLASSIFY EACH TEACHER IN THE POPULATION AS AN INNOVATOR, EARLY ADOPTER, EARLY MAJORITY, LATE MAJORITY, OR LAGGARD, AND

(3) IDENTIFY AND RELATE VARIABLES, INDEPENDENT OF THE TEACHER CLASSIFICATION CATEGORIES, WHICH INHIBIT OR STIMULATE THE ADOPTION OF THE INNOVATION. THE MAJOR MEANS OF COLLECTING DESCRIPTIVE DATA WILL BE BY PERSONAL INTERVIEW. A QUESTIONNAIRE WILL BE EMPLOYED TO DETERMINE THE STAGE IN THE DIFFUSION PROCESS OF EACH VOCATIONAL AGRICULTURE PROGRAM. AN "IDEAL TYPE" CHECKLIST WILL BE USED TO CLASSIFY EACH INSTITUTE TEACHER, ACCORDING TO TIME OF ADOPTION OF THE INNOVATION. A STRUCTURED INTERVIEW SCHEDULE WILL BE EMPLOYED TO ASSESS VARIABLES IN THE COMMUNITY. SCALES WILL BE USED TO MEASURE THE IMAGE OF THE TEACHER. (AL)

## EP 010 879

24

AN EXPLORATORY ANALYSIS OF DUAL ALLEGIANCE AMONG SELECTED VOCATIONAL TEACHERS IN OKLAHOMA.

INVESTIGATOR- SUTKER, SOLOMON

OKLAHOMA STATE UNIV., STILLWATER, AGRIC.-APPL.SCI.

BUREAU NUMBER BR-7-G-058

PROP DATE

67

GRANT CEG-1-7-070058-4570

DESCRIPTORS- \*INTERACTION, \*SCHOOL ADMINISTRATION, \*STATE BOARDS, \*TEACHER ATTITUDES, \*VOCATIONAL EDUCATION, DATA COLLECTION, HYPOTHESIS TESTING, STATISTICAL ANALYSIS, STILLWATER,

START DATE 06-21-67

END DATE 03-31-68

THE INTERACTION OF VOCATIONAL TEACHERS WITH LOCAL SCHOOL ADMINISTRATORS AND PERSONNEL OF THE STATE BOARD FOR VOCATIONAL EDUCATION WILL BE STUDIED. THE PROJECT STAFF WILL (1) IDENTIFY AND DEFINE SUBSTANTIVE AREAS OF INTERACTION BETWEEN VOCATIONAL TEACHERS (FOCAL ROLE) AND STATE BOARD FOR VOCATIONAL EDUCATION PERSONNEL AND LOCAL SCHOOL ADMINISTRATORS (COUNTER ROLES), (2) IDENTIFY THE PROBLEMS ARISING FROM THESE INTERACTIONS, AND (3) STUDY THE REACTION OF VOCATIONAL TEACHERS TO THE RELATIONSHIPS AND THE MANNER IN WHICH THEY ATTEMPT TO HANDLE PROBLEMS ARISING FROM PERCEIVED DIFFERENCES. THE FIRST PHASE OF THE PROJECT (3 MONTHS) WILL BE SPENT IN ORGANIZING, PLANNING, DESIGNING, AND PRETESTING OF INSTRUMENTS, AND CONTACT WORK. A STRATIFIED, PROPORTIONATE RANDOM SAMPLE WILL BE DRAWN ON THE BASIS OF SUCH PERTINENT CHARACTERISTICS AS SCHOOL SIZE, COMMUNITY SIZE, AND TYPES OF VOCATIONAL PROGRAMS OFFERED. STATE BOARD FOR VOCATIONAL EDUCATION PERSONNEL, LOCAL SCHOOL ADMINISTRATORS, AND VOCATIONAL TEACHERS WILL BE INCLUDED. IT IS ANTICIPATED THAT FROM 150 TO 200 RESPONDENTS WILL BE CHOSEN. THE SECOND PHASE OF THE PROJECT (5 MONTHS) WILL BE DEVOTED TO DATA COLLECTION AND WILL INCLUDE INITIAL STATISTICAL ANALYSIS AND COMPUTER PROGRAMING. THE FINAL PHASE (4 MONTHS) WILL BE FOR INTENSIVE STATISTICAL TREATMENT OF DATA, HYPOTHESIS TESTING, AND WRITING. (TC)

## EP 010 880

24

A FEASIBILITY STUDY FOR DEVELOPING AN INNOVATIVE COURSE OF STUDY FOR THE CONTEMPORARY SCHOOL BAND PROGRAM.

INVESTIGATOR- HAINES, HARRY H.

OKLAHOMA UNIV., NORMAN

BUREAU NUMBER BR-7-G-068

PROP DATE

APR 67

GRANT CEG-1-7-070068-4558

DESCRIPTORS- \*BANDS (MUSIC), \*CONCERTS, \*CURRICULUM, \*HIGH SCHOOL CURRICULUM, \*MUSIC EDUCATION, NORMAN,

START DATE 06-20-67

END DATE 12-15-67

THE SPECIFIC OBJECTIVE OF THIS FEASIBILITY STUDY IS TO ESTABLISH A SOLID BASE ON WHICH TO PROCEED WITH A MAJOR STUDY, THE CULMINATION OF WHICH WOULD BE THE PUBLICATION OF A DEFINITIVE WORK, A COURSE OF STUDY FOR CONTEMPORARY SCHOOL BAND PROGRAMS. THE STUDY WILL BE CONDUCTED BY A COMMITTEE OF FIVE NATIONALLY RECOGNIZED HIGH SCHOOL BAND INSTRUCTORS. THE DEPARTMENT OF BANDS OF THE UNIVERSITY OF OKLAHOMA WILL COORDINATE THE PROJECT AND PROVIDE ITS STAFF FOR ASSISTANCE. IN ADDITION, A PANEL OF SIX SELECTED AUTHORITIES FROM THE AREAS OF CURRICULUM, PHILOSOPHY, AESTHETICS, PEDAGOGY, AND MUSIC EDUCATION WILL BE ENGAGED AS CONSULTANTS TO PARTICIPATE IN THREE SEMINAR MEETINGS WITH THE COMMITTEE. (TC)

## EP 010 881

24

RECOGNITION OF SPOKEN COMMENTS BY A TEACHER IN A LEARNING SITUATION AS RELATED TO CHILDREN'S PERSONALITY AND LEARNING.

INVESTIGATOR- SOLOMON, DANIEL

INSTITUTE FOR JUVENILE RESEARCH, CHICAGO, ILL.

BUREAU NUMBER BR-7-E-029

PROP DATE

68

GRANT CEG-3-7-070029-2917

DESCRIPTORS- \*CHILDREN, \*LEARNING PROCESSES, \*PERCEPTION, \*PERSONALITY, \*REINFORCEMENT, CHICAGO, INDIVIDUAL DIFFERENCES, MALES, VERBAL STIMULI,

START DATE 02-13-67

END DATE 02-12-68

AN INVESTIGATION WILL BE MADE ON THE INFLUENCE OF PERSONALITY AND STIMULUS CHARACTERISTICS ON CHILDREN'S PERCEPTIONS OF THE MEANINGS OF VERBAL REINFORCEMENTS. IN ADDITION, AN ATTEMPT WILL BE MADE TO DISCOVER WHETHER THOSE REINFORCEMENTS WHICH ARE PERCEIVED DIFFERENTLY BY DIFFERENT CHILDREN HAVE VARYING DEGREES OF EFFECTIVENESS WHEN USED IN LEARNING TASKS. THE PERSONALITY CHARACTERISTICS WHICH WILL BE INCLUDED AMONG THE ANTECEDENT VARIABLES ARE NEED FOR ACHIEVEMENT, NEED FOR APPROVAL, ANXIETY, AND LOCUS OF CONTROL. CHARACTERISTICS OF THE REINFORCERS WHICH WILL BE VARIED ARE CONTENT AND INTONATION. THE MAJOR ASSUMPTION OF THE STUDY IS THAT PERCEPTION CAN BE USED TO EXPLAIN THE LINK BETWEEN ANTECEDENT VARIABLES SUCH AS PERSONALITY AND THE INDIVIDUAL'S RESPONSE TO A VERBAL REINFORCER. THE SAMPLE WILL INCLUDE 96 BOYS, 9 YEARS OLD. MEASURES OF EACH PERSONALITY VARIABLE WILL BE OBTAINED ON EACH CHILD. OTHER MEASURES WILL BE TAKEN IN THREE EXPERIMENTAL SESSIONS. IN THE FIRST, THE CHILD'S PERCEPTIONS OF THE MEANINGS OF A VARIETY OF VERBAL REINFORCERS WILL BE ELICITED IN A HYPOTHETICAL SITUATION PLAYED TO HIM ON A TAPE RECORDER. IN THE SECOND, SIMILAR REINFORCERS WILL BE USED, BUT WILL APPEAR TO APPLY MORE DIRECTLY TO THE CHILD'S OWN PERFORMANCE. THE CHILD'S PERCEPTION OF EACH REINFORCER WILL AGAIN BE ELICITED. IN THE THIRD SESSION, ONE OF THE REINFORCERS FROM THE EARLIER SESSIONS WILL BE USED IN A TWO-CHOICE, CONCEPT-LEARNING TASK. THE PURPOSE OF THIS FINAL SESSION IS TO DETERMINE WHETHER A REINFORCER WHICH IS PERCEIVED DIFFERENTLY BY DIFFERENT CHILDREN WILL SHOW A SIMILAR DIFFERENTIAL EFFECT ON LEARNING. (TC)











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PENNSYLVANIA STATE UNIV.

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR  
PROJECTION DAYLIGHT SCREEN, A STUDY OF THE  
BR-6-1234 EP 000 000

Accession Number





- AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES  
SILVER SPRING, MD.  
RESEARCH AND ANALYSIS TO DEFINE CLEARINGHOUSE REQUIREMENTS  
FOR THE 1968-71 ERIC SYSTEM.  
BR-7-1057 EP 010 838
- ANGELO STATE COLL., SAN ANGELO, TEX.  
USE OF PROBABILITY THEORY AS A BASIS FOR PLANNING AND  
CONTROLLING OVERHEAD COSTS IN EDUCATION AND INDUSTRY.,THE  
BR-7-0-032 EP 010 876
- ANTIOCH COLL., YELLOW SPRINGS, OHIO  
WORKSHOP CONFERENCES TO FOSTER INNOVATION IN HIGHER  
EDUCATION.  
BR-6-2183 EP 010 810
- ASSOCIATION FOR EDUCATIONAL DATA SYSTEMS  
WASHINGTON, D.C.  
SURVEY AND ANALYSIS OF EDUCATIONAL INFORMATION.,A  
BR-7-0992 EP 010 834
- BALL STATE UNIV., MUNCIE, IND.  
(FORMERLY BALL STATE TEACHERS COLL.)  
ADVANCED EDUCATIONAL RESEARCH INSTITUTE FOR SMALL COLLEGE  
AND UNIVERSITY PERSONNEL.  
BR-6-1690 EP 010 816
- BOWLING GREEN STATE UNIV., OHIO  
LONGITUDINAL ANALYSIS OF HIGH SCHOOL STUDENT BEHAVIOR AND  
SOCIAL CHARACTERISTICS FIVE YEARS LATER.,A  
BR-7-E-051 EP 010 868
- BROOKS FOUNDATION, SANTA BARBARA, CALIF.  
PLANNING INSTRUCTIONAL TELEVISION FACILITIES--A HANDBOOK.  
BR-7-1021 EP 010 836
- BUREAU OF SOCIAL SCIENCE RESEARCH, INC., WASH., D.C.  
STUDY OF NDEA TITLE IV FELLOWSHIP PROGRAM.  
BR-7-1052 EP 010 837
- CALIFORNIA STATE COLL., LONG BEACH  
DEVELOPMENT OF AN INSTRUMENT FOR EVALUATING SOCIAL READINESS  
FOR EMPLOYMENT.  
BR-5-8462 EP 010 815
- CALIFORNIA UNIV., BERKELEY  
POSTDOCTORAL FELLOWSHIP PROGRAM IN EDUCATIONAL RESEARCH.  
BR-7-1172 EP 010 852
- READINGS IN SAYABLE CHINESE.  
BR-7-0713 EP 010 820
- CALIFORNIA UNIV., LOS ANGELES  
ANALYTIC REFERENCE GRAMMAR.,AN  
BR-7-0616 EP 010 826
- CALIFORNIA UNIV., LOS ANGELES  
SCHOOL OF LIBRARY SERVICE  
DESCRIPTIVE CATALOGING. DEVELOPMENT OF THE PRINCIPLES OF  
CATALOGING, PHASE I.  
BR-7-1080 EP 010 843
- CALIFORNIA UNIV., RIVERSIDE  
FACTORS CONTRIBUTING TO ADJUSTMENT AND ACHIEVEMENT IN  
RACIALLY DESEGREGATED PUBLIC SCHOOLS.  
BR-7-0325 EP 010 824
- CASE INST. OF TECH., CLEVELAND, OHIO  
LONGITUDINAL EFFECTS OF EARLY RESEARCH EXPERIENCE.,THE  
BR-6-1964 EP 010 817
- CHAMPAIGN COMMUNITY UNIT 4 SCHOOL DISTRICT, ILL.  
PLANNING PROPOSAL FOR A REGIONAL CENTER AND COMPREHENSIVE  
SERVICES FOR THE EDUCATION OF HEARING IMPAIRED CHILDREN FROM  
RURAL AND SMALL URBAN AREAS.,A  
BR-7-0686 EP 010 827
- CHICAGO UNIV., ILL.  
SCHOOL ACHIEVEMENT AS RELATED TO SPEECH AND PERCEPTUAL  
HANDICAPS.  
BR-7-0461 EP 010 825
- CITY UNIV. OF NEW YORK, BROOKLYN COLL.  
RECENT CURRICULUM DEVELOPMENTS AT THE MIDDLE LEVEL OF  
FRENCH, WEST GERMAN, AND ITALIAN SCHOOLS.  
BR-5-8451 EP 010 814
- COLUMBIA UNIV., NEW YORK  
COMPUTER BASED SYSTEM FOR RESERVE ACTIVITIES IN A UNIVERSITY  
LIBRARY.,A  
BR-7-1129 EP 010 845
- POSTDOCTORAL FELLOWSHIP PROGRAM IN EDUCATIONAL RESEARCH.  
BR-7-1226 EP 010 855
- COLUMBIA UNIV., NEW YORK, TEACHERS COLLEGE  
CURRICULUM CONSTRUCTION FOR SECONDARY SCHOOL MATHEMATICS.  
BR-7-0711 EP 010 828
- CORNELL UNIV., ITHACA, N.Y.  
PREPARATION OF CAMERA COPY AND DUPLICATION OF A BASIC TEXT  
FOR COLLOQUIAL SINGHALESE.  
BR-7-8322 EP 010 838
- DAYTON UNIV., OHIO  
TEN MID-WEST INSTITUTIONS GROUPED COOPERATIVELY TO DEVELOP A  
RESEARCH CAPABILITY.  
BR-7-E-176-X EP 010 872
- EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.  
DISTRIBUTION OF FEDERAL FINANCIAL AID FUNDS TO AMERICAN  
COLLEGES AND UNIVERSITIES.,THE  
BR-7-1133 EP 010 846
- LEARNING FROM VERBAL DISCOURSE IN EDUCATIONAL MEDIA.  
BR-7-1060 EP 010 839
- FISK UNIV., NASHVILLE, TENN.  
CONSORTIUM FOR INSTITUTIONAL RESEARCH.,A  
BR-7-D-054-X EP 010 866

- FLORIDA UNIV., GAINESVILLE  
PILOT STUDY TO DETERMINE THE EDUCATIONAL EFFECTS OF  
COORDINATING CLASSROOM AND RESIDENCE HALL ASSIGNMENTS FOR  
COLLEGE FRESHMEN.,A  
BR-7-D-042 EP 010 064
- FLORIDA UNIV., GAINESVILLE, COLL. OF EDUCATION  
SURVEY OF ORGANIZATIONAL PATTERNS OF REORGANIZED MIDDLE  
SCHOOLS.,A  
BR-7-D-026 EP 010 062
- GALLAUDET COLLEGE, WASHINGTON, D.C.  
DEMONSTRATION PROJECT FOR THE INITIATION OF SUMMER  
CURRICULUM WITH SPECIAL EMPHASIS UPON LANGUAGE ACCELERATION  
FOR HEARING IMPAIRED CHILDREN.  
BR-7-D080 EP 010 032
- GENERAL PROGRAMMED TEACHING, PALO ALTO, CALIF.  
DEVELOPMENT OF A PROGRAMED COURSE FOR GROUP INSTRUCTION OF  
SECONDARY TEACHERS AND ADMINISTRATORS IN THE TECHNIQUES OF  
INSTRUCTIONAL TECHNOLOGY.  
BR-7-1071 EP 010 040
- GEORGIA UNIV., ATHENS  
INSTITUTE FOR HOME ECONOMICS TEACHERS ON INITIATING,  
DEVELOPING, AND EVALUATING PROGRAMS AT THE POST HIGH SCHOOL  
LEVEL TO PREPARE FOOD SERVICE SUPERVISORS AND ASSISTANTS TO  
DIRECTORS OF CHILD CARE SERVICES.  
BR-4-2250 EP 010 019
- HUDSON INST., CROTON ON HUDSON, N.Y.  
PILOT STUDY FOR POLICY RESEARCH CENTER PROGRAM.  
BR-7-1005 EP 010 035
- ILLINOIS UNIV., URBANA  
PLAN FOR DEVELOPING PERFORMANCE MATERIALS IN THE  
CONTEMPORARY IDIOM FOR THE EARLY STAGES OF STRING  
INSTRUCTION.,A  
BR-7-E-015 EP 010 067
- INSTITUTE FOR JUVENILE RESEARCH, CHICAGO, ILL.  
RECOGNITION OF SPOKEN COMMENTS BY A TEACHER IN A LEARNING  
SITUATION AS RELATED TO CHILDREN'S PERSONALITY AND LEARNING.  
BR-7-E-020 EP 010 081
- KNOX COLL., GALESBURG, ILL.  
ACADEMIC DECISION-MAKING--A COOPERATIVE STUDY BY KNOX, LAKE  
FOREST, AND MONMOUTH COLLEGES.  
BR-7-E-170-X EP 010 073
- LAUBACH LITERACY INC., WASHINGTON, D.C.  
TEACHER ATTITUDE ASSESSMENT MODEL FOR ADULT LITERACY  
TRAINERS.  
BR-7-C-010 EP 010 060
- MARYLAND UNIV., COLLEGE PARK, COLL. OF EDUCATION  
EVALUATION OF THE IMPACT OF THE GRADUATE FELLOWSHIP PROGRAM  
ON THE FIELD OF SPECIAL EDUCATION, SPECIFICALLY THE AREA OF  
MENTAL RETARDATION.,AN  
BR-7-1301 EP 010 057
- MARYLAND UNIV., COLLEGE PARK, SCH. OF LIB. SERVICE  
(FULL NAME - SCHOOL OF LIBRARY AND INFORMATION  
SERVICES.)  
NEW APPROACH TO EDUCATIONAL PREPARATION FOR PUBLIC LIBRARY  
SERVICE--AN EXPERIMENTAL PROGRAM IN LIBRARY EDUCATION FOR  
WORK WITH A SPECIALIZED CLIENTELE.,A  
BR-7-1130 EP 010 040
- PROGRAM OF RESEARCH INTO THE IDENTIFICATION OF MANPOWER  
REQUIREMENTS, THE EDUCATIONAL PREPARATION AND THE  
UTILIZATION OF MANPOWER IN THE LIBRARY AND INFORMATION  
PROFESSIONS.,A  
BR-7-1084 EP 010 042
- MASSACHUSETTS UNIV., AMHERST  
EFFECTIVENESS OF ACADEMIC INTEREST SCALES IN PREDICTING  
COLLEGE ACHIEVEMENT.,THE  
BR-6-8710 EP 010 022
- MASSACHUSETTS UNIV., AMHERST, SCH. OF EDUCATION  
DEVELOPMENT OF A REGIONAL TEACHER EDUCATION PROGRAM FOR THE  
FIELD OF DISTRIBUTION AND MARKETING.,THE  
BR-5-1317 EP 010 013
- MICHIGAN ST. UNIV., EAST LANSING  
REDUNDANCY IN SIMULTANEOUSLY PRESENTED AUDIOVISUAL MESSAGE  
ELEMENTS AS A DETERMINANT OF RECALL.  
BR-7-E-121 EP 010 060
- STUDY OF HIGH SCHOOL STUDENTS' SOURCES OF AUTHORITY  
INFORMATION AND THEIR RESISTANCE TO THESE SOURCES.,A  
BR-7-E-009 EP 010 066
- MISSISSIPPI STATE COLL. FOR WOMEN, COLUMBUS  
RELATIONSHIP OF REAL PROPERTY ASSESSMENT PRACTICES TO  
QUALITY EDUCATION.  
BR-7-D-031 EP 010 063
- NATIONAL EDUCATION ASSN., WASHINGTON, D.C.  
TEACHING IN COLLEGE--A SEARCH OF THE LITERATURE OF COLLEGE  
TEACHING IN THE DISCIPLINES.  
BR-6-2090 EP 010 020
- NORTHWESTERN UNIV., EVANSTON, ILL.  
INTRODUCTORY COURSE IN SA (ONE OF THE MAJOR LANGUAGES OF  
GHANA),AN  
BR-7-0811 EP 010 031
- OHIO STATE UNIV., COLUMBUS  
DEVELOPMENT AND TESTING OF INSTRUCTIONAL STRATEGIES IN  
PERCEPTUAL TRAINING TO INCREASE AN INDIVIDUAL'S ABILITY TO  
HANDLE VISUAL INFORMATION IN ART.,THE  
BR-7-E-123 EP 010 070
- OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION  
JUNIOR HIGH SCHOOL INDUSTRIAL TECHNOLOGY CURRICULUM  
PROJECT.,A  
BR-7-0003 EP 010 023

## OKLAHOMA STATE UNIV., STILLWATER, AGRIC.-APPL.SCI.

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